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SIXTEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

FORTY-FIRST ANNUAL REPORT

OF THE

COMMISSIONER OF PUBLIC SCHOOLS,

OF

RHODE ISLAND,

JANUARY, 1886.

PROVIDENCE:
E. L. FREEMAN & SON, PRINTERS TO THE STATE.
1886.

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SIXTEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF

RHODE ISLAND,

1885.

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REPORT.

To the Honorable General Assembly of the State of Rhode Island:

The Board of Education, in presenting their Sixteenth Annual Report, are gratified in being able to state that our schools are gradually gaining in influence and power. In comparing their present condition with the past, they are confident that, through the earnest and indefatigable labors of our State Commissioner and the increasing influence of our Normal School, they are making commendable progress and improvement.

There appears to be in the public mind a deeper interest, and a higher appreciation of the very great value of education than at any former period. Parents are becoming more and more profoundly impressed with a deeper responsibility resting upon them in providing means for the very best practical education possible for their children, wisely deeming it by far the richest legacy they can leave them.

While it should ever be the aim of all true friends of education to give the greatest possible efficiency to all our schools, a wise caution is often necessary that radical changes and novelties in modes and methods in teaching should not be adopted without due consideration. "Prove all things,"

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is evidently a very wise precept. The science and art of teaching is the noblest of all arts, and teachers should ever be earnestly seeking for the collected wisdom and experience of the past. It is far wiser to correct and improve old methods than to ignore them entirely and to substitute those that are new and not successfully tried in their places. That the eminent scholars and teachers of the past did not know how to learn or to teach, and that their methods were radically and fundamentally erroneous, none but tyros and vain theorists have the boldness and audacity to assert.

Improved methods are sometimes misapplied. Oral teaching, with visible objects to illustrate and give definiteness to new facts and truths, especially to young pupils, is invaluable and cannot be overestimated; but when it takes the place of text-books, or is employed to explain what is already familiar to the pupils, and is substituted for their studious efforts, it is positively injurious. The attempt to teach History or Geography orally without text-books and maps, is evidently absurd.

While too much time in school is often spent in teaching the mere technicalities and abstruse rules of grammar, there is a disposition to underrate grammar, as a study, in our Grammar Schools. This is an error that should be carefully avoided. To use language correctly to express thought, both in speaking and in writing, is not only one of the first things, but the last to be taught in school. And this can be acquired only by a daily exercise of its use, and by learning such rules and directions as clearly show how the best writers and speakers use language. And there can be no better

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mental training and discipline than the daily practise of analyzing sentences containing the best thoughts of the best scholars, and in correcting faulty modes of expression, by applying definite rules. A violation of the principles of grammar is one of the most obvious faults of an imperfect education, as no one can think accurately who cannot express his thoughts correctly and in accordance with established use.

The highest aim of a teacher should be to lead his pupils gradually to use their own powers and to think for themselves. The true value of education consists not so much in the amount and variety of knowledge as in the vigor and discipline that the mind gains in its pursuit. The power to concentrate all the energies of the mind upon any particular subject is far superior to any amount of acquisition. There is a similar tendency to undervalue the culture of the memory, because it has been often burdened and crowded with unexplained words and facts. There are not a few who seem disposed to ignore its culture almost entirely, forgetting the fact that knowledge that is not treasured in the memory is comparatively worthless. It is undoubtedly true that a highly cultivated memory is one of the most valuable of all mental acquisitions. A scholar without a cultured and retentive memory is like a merchant with an empty safe, or with one without a key.

All knowledge, to be permanently valuable, must have the moral bases of truth and duty; and that education is the most perfect and complete that enables a child to subject the impulses of his lower nature to the control and direction

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of the higher. Teachers should never forget that to unfold and develop, in perfect harmony and full vigor, the original beauties and capacities of the youthful mind, and so to combine and to direct all its energies as to beautify and adorn the life, is the noblest work of man. And they should be also constantly and seriously impressed with the vital truth that knowledge that is not so wrought into character as to ennoble it not only loses much of its power, but may, unless wisely directed, become a most potent means for evil.

Instruction should always be wisely adapted to the age and capacity of the pupils, and should be so intimately related to previous acquisition that it may be not only explained by it, but easily and permanently associated with it. To teach young children, for a mere show, to repeat the names and technicalities of science, and facts and truths that they cannot comprehend, that they may appear to be young Solomons or Solons, is simply ambitious folly. For the older pupils, when near the end of their school days, the studies as far as possible should have special reference to the trades and occupation they intend to pursue. An industrial education for both boys and girls is not receiving the attention its importance demands.

There is another subject that requires special notice. Physical culture is too often overlooked and neglected. Many of our schools are crowded with too many studies; pupils are often forced beyond their ability and strength, and the different branches are passed over too rapidly, without sufficient time for reviews and new illustrations.

While a large number of pupils require to have their minds

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quickened and stimulated by keeping constantly before them, as a motive power, the great value of knowledge, and how it can be successfully applied in all the arts and trades of life, there is another class who are ambitious, with delicate and nervous temperaments, who should be checked and kept back. The sacrifice of health, to gratify the ambition of teachers or parents, should not be overlooked or passed by with indifference. The efforts to acquire knowledge which is often ornamental and showy rather than practical, by the sacrifice of health, are not only unwise, but often suicidal. When physical health has been sacrificed, of what avail will be all the treasure of knowledge? To embellish such minds will be to weave

"One garland more
To hang upon the bier, to droop and wither there."

THE STATE HOME AND SCHOOL.

The most important event of the year is the establishment of the State Home and School. The Board regard this Institution not only as reflecting honor upon the State, evincing its wisdom and humanity, but they look forward to it as the dower of the richest blessings to the unfortunate poor which will ever cause benevolent hearts to rejoice.

The Board are sensible of the very great responsibility devolved upon them in the management of this school, regarding it as a perennial source of the richest blessings to State. They sincerely trust that the evident results in future years will be such as will reflect unfading honors upon those who have been the most earnest and active in promoting

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this noble enterprise. The Board regard with great satisfaction the location of this school. The Commissioners appointed for this purpose have manifested great foresight and wisdom in the choice they made. To have located this school on the State Farm, for the sake of an unwise economy, would have been most unfortunate. Would it be wise, humane or Christian to educate and train for the noblest purposes of life hundreds of our innocent, unfortunate youth with such surroundings? However remotely they might be located from the penal and reformatory institutions, it would have been utterly impossible to have separated the odium and disgrace that would have been necessarily associated with them.

Is it not revolting to every sentiment of humanity to add ignominy and disgrace to the innocent and unfortunate poor, and to brand them with a stigma that they must bear through life, and which can never be entirely effaced, that they were once, without any fault of their own, residents on the same farm with State criminals?

If there is one Divine precept that enforces a higher obligation than another, it is this: "All things whatsoever ye would that men should do to you, do ye even so to them."

If it is a noble charity to relieve the sorrows of the suffering poor, it is far more noble to remove the causes by which these are inevitably produced.

That such an institution as the State Home and School is absolutely demanded, not only by the dictates of humanity but by an intelligent foresight of the future welfare of the State, cannot be doubted by any one who has a correct

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knowledge of the many hundreds of young children whose early training and culture are now most lamentably neglected. Many of these are with their poor parents in the different almshouses, some are orphans, and others belong to families that are poor, and that have but little or no strict discipline, so that their children mainly care for themselves, and follow their own wayward impulses.

It is now an acknowledged fact that the training and culture children receive between the ages of five and fifteen determine, in a vast majority of cases, what their future manhood shall be. It has been ascertained, by careful inquiry and examination, and from the confessions of the inmates themselves that are in our penal and reformatory institutions, and even in many of our almshouses, that their early family and school training was most sadly deficient.

It is the constant aim and purpose of the Board to give to children entrusted to their care and custody the very best education adapted to their age, condition and capacity, carefully avoiding all unnecessary expense and what may be deemed a luxury—to teach them not only how they ought to live, but how to get an honorable living—to assist them in the formation of such habits of taste, morals and manners as will conspicuously, in social life, adorn manhood and womanhood—to inspire them with self-respect, and to impress upon their tender minds, that their future will be mainly such as they make it, and that success in life depends far more upon self-control and individual efforts than upon any fortunate condition of birth.

The Board, in making the necessary preparation for the

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permanent establishment of this school, have found the outlay in repairing the old buildings and in erecting new ones greater than was anticipated. The cost in removing large stones and rocks, in order to secure good sewerage and drainage, could not have been foreseen. The Board have had reference not only to the present, but have looked forward to the future, and have a confident hope that if this school is wisely managed it will not only be an honor to the State and add largely to its prosperity, but will bestow rich and abundant blessings upon the unfortunate poor—the noblest gift of Christian charity.

It is evident that the present accommodations will not be sufficient to receive all who will apply for admission, and the Board would therefore recommend that an appropriation be made for the building of two or more cottages, a laundry, the completion of the system of sewerage, and also for the increased annual expenses of the school.

TRUANT LAW.

It has been evident for years that some wise legislation was absolutely necessary to check the increasing evils of truancy and absenteeism. The friends of humanity and good order have looked with deep feelings of sympathy and alarm upon the large number of youth growing up in ignorance, or without a proper education. A law has at length been enacted, but there are serious doubts whether it is full and explicit enough to meet all cases that may arise. One important defect is the absence of any penalty against the city or town that neglects to provide for the enforcement of

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the law. All but ten cities and towns have appointed Truant officers and have taken some action in regard to its enforcement, with the most salutary and beneficial results. In all the towns of Providence County, excepting the city of Providence, this law has been enforced to a greater or less extent.

It is to be regretted that the city of Providence has entirely ignored the existence of such a law. Although it cannot be denied but that the schools of Providence have suffered more from truants and absentees than from all other causes combined, and that youthful crime is largely and fearfully increasing, and that most of the youth sent to the Reform School from this city for the last twenty years have been from this class, yet nothing has yet been done even to diminish or to check this alarming evil. The attention of the School Committee has repeatedly been called to this subject, with a full statement of facts; but, for some cause that is unknown, they have not deemed it of sufficient importance even to refer it to a special committee to consider and report upon. Does not public sentiment now demand that this subject, of such vital importance and so intimately connected with the welfare and prosperity of the city and State, should receive a respectful consideration and attention? If the present law is defective, its defects should be pointed out and amended, so that the rights and duties of parents should not be necessarily infringed upon; but it should declare emphatically and imperatively that there shall not be so large a number of youth roaming our streets and growing up in ignorance, and becoming familiar with every kind of vice.

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There is, however, a class of youth who, on account of their tender age, ought to be in school, who are employed in factories or elsewhere, on whose earnings their parents depend for their support, and without which they would be obliged to go to the almshouse. Such cases should be carefully and humanely considered and wisely provided for.

FREE LIBRARIES.

Our free libraries continue to exert a potent influence in aid of the cause of education, by diffusing among all classes valuable information on a great variety of subjects. The number of free libraries has increased, in ten years, from seven to thirty-three, and the number of books from 9,356 to 113,101. The additions to these libraries have, very generally, consisted of standard works of great value, such as histories, biographies, elementary treatises on science and the mechanic arts, furnishing accurate knowledge in relation to agriculture and the various trades and industries. Many works also have been added on the science of government, on man's social duties as citizen, and a choice selection of poetry and fiction. There has been, however, in some instances, a larger number of books selected of fiction and of a miscellaneous and ephemeral character than the Board would recommend. It is not from the number of books read, but from their character that the most valuable knowledge is to be gained. A few choice books, carefully and thoughtfully read and reviewed, and their facts and truths well digested, not only invigorate the mind but furnish it with an unfailing treasure that will be the source of its

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purest and highest enjoyments, while the rapid and desultory reading of a variety of miscellaneous and trashy books merely for amusement, to excite the imagination and to awaken thrilling emotions, not only weakens and distracts the mind but incapacitates it for calm, rational, vigorous thought. One of the most unfortunate and injurious habits students form when young is that of too rapid reading and thinking.

Our youth should be especially warned and guarded against reading many of the publications that are now being issued from the press in the most attractive form. Some of these not only contain an insidious poison, so artfully concealed as not to be readily perceived, but they give false views of life's work, its duties and obligations, stimulating an intense passion for exciting amusements, which is one of the threatening evils of the present age.

The value of our libraries would be very much increased by the selection of competent librarians, who could aid applicants for books by giving good advice not only as to *what* to read, but *how* to read.

NORMAL SCHOOL.

The Normal School is successfully accomplishing its important work in giving a higher education to teachers. A full report of its condition and its results will be given by the Principal and the Trustees.

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EVENING SCHOOLS.

The Evening Schools are generally successful and prosperous, furnishing valuable instruction to a large class of pupils. There is, however, great danger of intrusting these schools to the charge of inexperienced teachers. They are by far the most difficult schools to teach, and should have, as far as possible, teachers of the largest experience and skill that can be obtained. To employ, through the urgent solicitation of their friends, young and inexperienced teachers for the sake of giving them occupation, is both hazardous and impolitic. The efficiency of these schools would be largely increased if they were so divided or graded that the adult pupils could be by themselves. With such arrangements a much larger number of older pupils would attend.

RHODE ISLAND SCHOOL OF DESIGN.

The School of Design is remarkably successful, and cannot be commended too highly. It is doing all that its friends could wish with the means at its command. A large number of young men are receiving such instruction as will give greater skill and increasing value to their labor.

SCHOOL FOR THE DEAF.

In the School for Deaf Mutes the Board take a special interest. These pupils make the most touching appeal to the tenderest sympathies of humanity. To secure greater efficiency for this, the Board has obtained the services as Prin-

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cipal of a teacher of large experience in similar institutions, and who comes highly recommended as one eminently fitted for the position.

In conclusion, the Board would express their gratification with the present condition of our schools, and their entire satisfaction with their management and the results during the past year.

Respectfully submitted,

GEORGE PEABODY WETMORE,
LUCIUS B. DARLING,
SAMUEL H. CROSS,
GEORGE A. LITTLEFIELD,
GEORGE L. LOCKE,
CHARLES J. WHITE,
DANIEL LEACH,
DWIGHT R. ADAMS.

PROVIDENCE, Dec. 31, 1885.

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EIGHTH ANNUAL REPORT

OF THE

PRINCIPAL

OF THE

RHODE ISLAND SCHOOL FOR THE DEAF,

PROVIDENCE, R. I.

FOR THE

YEAR ENDING DECEMBER 31,

1885.

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RHODE ISLAND SCHOOL FOR THE DEAF.

CORNER OF FOUNTAIN AND BEVERLY STREETS.

PROVIDENCE, R. I.

UNDER THE SUPERVISION OF THE

STATE BOARD OF EDUCATION.

HIS EXCELLENCY GEORGE PEABODY WETMORE, Governor, *ex-officio*,

PRESIDENT.

HIS HONOR LUCIUS B. DARLING, Lieutenant-Governor, *ex-officio*.

SAMUEL H. CROSS, ...	Westerly.
GEORGE A. LITTLEFIELD, ...	Newport.
REV. DANIEL LEACH, ...	Providence.
DWIGHT R. ADAMS, ...	Centreville.
REV. CHARLES J. WHITE, ...	Woonsocket.
REV. GEORGE L. LOCKE, ...	Bristol.

SECRETARY:

THOMAS B. STOCKWELL, Commissioner of Public Schools, *ex-officio*.

PRINCIPAL:

ANNA M. BLACK.

ASSISTANT TEACHERS:

ARDELIA C. DEWING, ELLEN J. KERR, EMMA F. DUNLOP.

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REPORT.

To the Honorable the State Board of Education:

GENTLEMEN:—I herewith submit my report for the year ending December 31, 1885.

Respectfully,

ANNA M. BLACK,

Principal.

DECEMBER 31, 1885.

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TABULAR REPORT OF THE PUPILS OF THE RHODE ISLAND

Names of Pupils.	Residence.	Age. (Approx.)	Date of Admission.
Kinyon, Ada J.	Providence	24	April 2, 1877
Morlock, William T.	"	17	" 2, "
Wallace, M. Amey	Woodville, North Providence	13	" 15, 1878
Catlow, Mary A.	Providence	13	" 22, "
Slavin, Joseph H.	Pawtucket	12	Jan. 28, 1880
Goodspeed, Bertha	Providence	10	Mar. 9, "
Riley, Thomas	"	11	April 5, "
Tucker, Arthur	"	11	" 19, "
Sheldon, Mary E.	Arnold's Mills, Cumberland	16	Sept. 6, "
Lynch, James E.	Wanskuck, Providence	9	" 6, "
Dorgan, Michael J.	Valley Falls, Lincoln	13	Oct. 4, "
Swift, Mary E.	Providence	12	Nov. 2, "
Mallon, Mary A.	East Providence	15	" 2, "
White, Sarah	" "	13	Sept. 5, 1881
Potvin, William	River Point, Warwick	15	Oct. 24, "
McDonnell, Thomas	Providence	14	Nov. 28, "
Brownell, Lester R.	Little Compton	9	June 15, 1882
Radcliffe, Eliza	Lonsdale, Lincoln	12	Sept. 13, "
Dolan, Katharine	Providence	8	Nov. 6, "
Moon, Ina G.	Washington, Coventry	12	" 24, "
Lorimer, John F.	Providence	12	April 18, 1883
Woodley, Abby M.	"	7	May 7, "
Nolan, Rosanna	Rumford, East Providence	10	Sept. 3, "
Avery, Edward S.	Providence	9	" 21, "
Baker, Mary Louisa	East Providence	26	May 13, 1884
Addison, Susan B.	Pawtucket	12	" 19, "
Goodwin, James H.	Providence	9	Oct. 7, "
Holloway, Mary Ellen	Centreville, Warwick	8	" 20, "
Harris, William H.	Providence	14	Feb. 21, 1885
Cole, Egbert T.	South Scituate	16	Mar. 10, "
Herzog, Ernest J. H.	Olneyville	12	" 10, "
Provingal, Joseph	Albion	13	Sept. 23, "

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SCHOOL FOR THE DEAF FOR THE YEAR ENDING DEC. 31, 1885.

Cause of Deafness, as far as Known.	Age when made Deaf. (Approx.)	Remarks.
Severe illness	8 months	
Congenital, or lung fever at 9 months		Did not re-enter in Sept., 1885. Learning cabinet trade.
Congenital		
Scarlet fever	3 years	Has considerable hearing.
——? fever	1 year, 9 months	
Scarlet fever	5 years, 8 months	
Congenital		Can hear very loud tones.
Whooping cough	3 years	Can hear voices somewhat raised.
Scarlet fever	5 years	
Brain fever	2 years, 2 months	Can hear very shrill tones.
Brain fever	3 years	
Scarlet fever	6 years, 10 months	
Scarlet fever	6 years	Left Feb. 27 to work in Jencks' box shop.
Lung fever	2 years, 6 months	Can hear very shrill tones.
Congenital		Can hear shrill tones.
Congenital, or tumor in ears at 10 months		Can hear shrill tones.
Congenital		
Scarlet fever		
Congenital, or illness at 2 years.		Can hear very shrill tones. Did not re-enter in September, 1885.
Congenital, or illness at 3 months		Can hear shrill tones.
Scarlet fever	Probably before the age of 2.	Can hear loud tones.
Chronic inflammation of throat	Discovered in her third year.	Can hear very loud tones.
Scarlet fever	9 weeks	
Canker	3 weeks	Can hear very shrill tones. Removed from the State, March 2, 1885.
Scrofula	13 years	Absent since Sept. 24. Left on account of loss of sight.
Lung fever	5 months	Can hear very shrill tones.
Scarlet fever	4 years	Can hear loud tones.
Scarlet fever	Discovered at the age of 5.	
Catarrh		Can hear voices somewhat raised.
Congenital		
Congenital		Previously taught in a German school.
Lung fever	4 years	Removed from Providence. Afterward returned to Albion to live.

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SUMMARY.

Number of pupils, from date of opening the school, April 2, 1877, to Dec. 31, 1884	50
Number of pupils who have entered the school since Dec. 31, 1884	4
Whole number who have attended the school	54
Number who have left the school	27
Number of pupils, Dec. 31, 1885	27
Number of girls who have attended school during the year	16
" boys " " " " "	16
Whole number of pupils during the year	32
Average attendance	21.03
Number congenitally deaf, or made deaf before the age of two	15
Number who lost hearing between the ages of two and four	7
Number who lost hearing after the age of four	10
	32
Number who can hear any tones of the human voice	15

Residences of all who have attended during the year 1885.

Providence, including Wanskuck	15
Rumford, East Providence	1
East Providence	3
Woodville, North Providence	1
Pawtucket	2
Albion	1
Olneyville	1
South Scituate	1

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Valley Falls	1
Lonsdale	1
Arnold's Mills, Cumberland (boarding in Providence)	1
River Point, Warwick	1
Centreville, Warwick	1
Washington Village, Coventry	1
Little Compton, (family living in Providence for the sake of educating the child	1
15 localities	32

Except in one or two instances, the attendance during the last year has been very regular. There have been two changes in the corps of teachers. Miss Katharine H. Austin, the Principal since March, 1882, ceased to have charge of the school at the close of the last term. There are many indications in the school, that during that time she labored faithfully and earnestly in the discharge of the absorbing and onerous duties of her position, both for the present and future prosperity of the school. There was some delay in the appointment of her successor, and during the interval, the efficient body of assistant teachers carried forward, not only their especial class work, but the additional duties of the Principal. The selection was made in October, but the new Principal did not arrive until the latter part of November following.

The school also made a great step forward, and a pressing need, which had long been felt, was supplied by securing the services of an additional teacher. Although this school is young and small as compared with most other State institutions, there are very nearly as many grades of advance-

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ment as in schools of a larger growth, or in schools in general.

It should be well understood—but I am afraid it is not, hence the necessity of reiteration—that the system of instruction employed in this school is that which was long ago taught in Germany, the chief home of the oral system, and is known as the German or Oral method. It is generally admitted that fewer pupils can be taught by one teacher in this than by the manual method. It has been only within the last twenty years that this system was adopted in America, and in that time it has been subjected to changes—our national pride would lead us to say improvements—and adaptation of appliances to suit our American ideas and genius. I may add that since its introduction, eighteen years ago, it has been constantly and steadily growing in favor and proportions.

In this method, instruction is given by word of mouth, and the recitations of the pupils are oral. Written work should always be supplementary. The manual alphabet and signs are never taught. The meaning and adaptation of the spoken words in the acquirement of general knowledge, especially with beginners, are taught and illustrated with objects, pictures, and description of size, shape, distance, position, action, etc.; to the full and complete understanding: as in the generality of schools, not alone for the deaf, but for the hearing also. This, I suppose, accounts for the so often reiterated assertion, that "The language of signs or gestures is the natural language of mankind." Every influence should be brought to bear in encouraging the pupil to make

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spoken language the medium of thought and the ordinary means of communication with the world of hearing people. It seems to be expected by many who are so hard to convince, and when convinced are of the same opinion still, that the utility and advantage of this method should be estimated by the number of "natural" voices that are developed. They seem to forget that many hearing people have peculiarities of utterance, occasioned by imperfect vocal organization, or, more often, by careless habits of speech. The function or practice of such a voice is never doubted, or its right to be heard questioned. Did any one ever know of a hearing person resorting to the use of a tablet or the manual alphabet because of a peculiarity or even unpleasantness in the sound of his voice?

"Natural"! Is not anything natural that belongs to us individually,—given by birth or acquired through native ability? Is it not natural for a person afflicted with catarrh to have a nasal quality of voice, or head-tone, as it is often called; or one with a bronchial trouble to experience difficulties in tone or quality called by musicians and elocutionists, timbre? Is it more of a misfortune for us to listen to them than for them to realize their defect? If, through the want of hearing, the voice cannot acquire, or loses some powers of inflection, modulation and intonation, should the deaf be restricted? We believe that even imperfect speech and speech-reading are better means of communicating with a world of hearing and speaking people than the language of signs, which, however "natural" to the deaf, is more unfamiliar than the dead languages to the world at large. If we were destined to remove and abide in a foreign country,

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we would think it advisable to acquire a knowledge of the language of that country; and not by any manner of means would we be satisfied with the ability simply to read and write it, but we would think it positively necessary to learn to *speak* it for purposes of utility as well as pleasure.

The importance of educating the deaf cannot be estimated. Committees have, from time to time, made it their business and taken much pains to trace the lives of graduates of various institutions for the deaf, and have found in some instances 90 per cent. of them self-supporting—working at different trades and professions. I have been told that a number of the Government clerks at Washington are deaf. A former pupil of this school, a young man totally deaf, of pleasant, intelligent face and manly bearing, dropped in upon us the other day. He has a fluent, pleasing voice, and converses with ease and grace. I asked him if he generally talked or made use of the tablet in conversing with persons in his business connections. He replied, "I *always* talk, and have very little difficulty in understanding others. I never tell or remind any one that I am deaf. If, as sometimes happens, a person is hard to understand," [laughing] "I manage to keep out of his way rather than tell him that I am deaf or ask him to write." This young man is at work in one of the machine shops of the city and earns a support not only for himself, but for a sister and younger brother, and has made some gifts of clothing to some in the school that need such assistance. Is it any wonder that his teachers look upon him with respect and pride?

Teachers of the deaf are sometimes called fanatics, and why not? The whole up-building of the speech, intellect

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and character of deaf children is a peculiarly slow and delicate work: not to be accomplished in a half-hearted, methodical manner, but demanding the utmost indomitable energy and patience; and, in its results, calculated to inspire its teachers to the loftiest heights of enthusiasm.

We would that every member of this community and all others were awakened to that degree of interest, that would prompt them to seek out and report to the proper authorities, the names of those children,—and we feel there are many such,—too deaf to be benefitted by attendance at an ordinary school, and who are too often neglected, or whose parents think they are too poor to make the exertion to send them to a school designed especially for such. There are many possible ways of pushing forward, by effort and liberality, the education of the deaf in this city and State, and raising this good and important work to a higher standard.

ANNA M. BLACK.

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GIFTS RECEIVED DURING THE YEAR 1885.

Rubbers and other Shoes.—From the "Children's Mission" connected with the First and Westminster Congregational Churches.

Clothing.—From "The Irrepressible Society," Mrs. Edward G. Billings, Mrs. J. O. Austin, Mrs. Alvin Johnson, Mrs. G. F. Woodley, Miss Olney, Thomas Burns.

Cards and Ornaments.

Candy and Fruit.

Specimens for Cabinet.—From Mary E. Swift, Bertha Goodspeed, Amey Wallace, William Morlock, Mrs. George M. Woodley.

Publications.—"Nebraska Mute Journal," from Nebraska Institution for the Deaf; "Mute Companion," from Minnesota Institution; "Deaf Mute Optic," from Arkansas Institution; "Our Children's School Journal," from Western New York Institution; "Kentucky Deaf Mute," from Kentucky Institution; "Students' Workshop," Healdsburg, Cal.; "Readings in Line Writing," from Dr. A. Graham Bell, Washington, D. C.; "Maryland Bulletin," from the Maryland School for the Deaf and Dumb; "Kansas Star," from the Kansas Institution for the Education of the Deaf and Dumb; "Deaf Mute Progress," Indianapolis, Ind.; "Howard Times," from Sockanosset School, Howard, R. I.

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STUDIES PURSUED DURING THE YEAR 1885.

LOWEST DIVISION.

Drill in Articulation.
Lessons in reading from Monroe's Chart.
Exercises in Lip-reading.
Names of miscellaneous objects.
" " persons in the school-room.
" " parts of the body.
" " articles of clothing.
Numerals.
Colors.
Description of pictures.
Verbs.
Phrases and simple sentences.
Peet's Language Lessons.
Questions of practical value.
Simple addition.
Drawing: Kindergarten books; Tile-patterns with colored pencils.
Miscellaneous work.

SECOND DIVISION.

Articulation and Lip-reading.
Latham's Reader.

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Parker & Marvel's Supplementary Reading for Primary Schools.

Hutton's Question Book.

Exercises in asking and answering questions.

" " defining words.

" " forming sentences.

" " writing descriptions of pictures.

Addition, Subtraction, Simple Multiplication.

Geography commenced.

Drawing: Forbriger's Tablets; Tile-patterns with colored pencils.

Miscellaneous work.

FIRST DIVISION.

Articulation exercises.

Lip-reading exercises.

Language lessons, prepared by teacher and memorized by pupils.

Stickney's Language Lessons.

Journals and letters.

Cornell's First Steps in Geography, and other exercises in Geography.

MS. lessons on History of the United States.

Arithmetic: through Long Division and simple examples in analysis.

Drawing: Forbriger's Tablets; Tile-patterns; Painting on silk.

Miscellaneous work.

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TO PARENTS OF DEAF CHILDREN.

This school is for the benefit of children incapacitated through deafness or dumbness, total or partial, for receiving proper instruction in common schools.

The aim of the school is to teach deaf children to use the English language with the spontaneity, correctness and enjoyment of *hearing* children, as far as this is practicable.

The more advanced and intelligent pupils are taught the higher branches of education, but the *actual use of the English language* is considered of first importance.

It is very desirable that deaf children be sent to school at as early an age as possible—especially if they are also dumb. A parent will be amply repaid for sending a child as young as five or six years, even at some inconvenience.

If a child who has learned to talk is made deaf by disease, he should immediately upon his recovery be sent to a school where his speech will be retained, and where he will be taught to understand from the lips. In such cases it is common to delay so long that serious loss of speech results.

Every effort should be made to encourage the child to retain the use of his voice. He should be taught to pronounce common words, but no attempt should be made to teach him *the names* of the letters of the alphabet.

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Writing lessons should be given him at home. It will save much time if, when he enters school, he is able to write the names of common objects with which he is familiar.

The school hours are from 9 A. M. to 1 P. M. on every week day, except Saturday. Open to visitors on Fridays, from 10 to 12.

The next summer vacation will begin Friday, June 25, 1886. The school will re-open Monday, September 6, 1886. Tuition is free to residents of this State. Provision is made for defraying the travelling expenses of indigent pupils. Application for admission may be made to the Principal of the school, or to the Commissioner of Public Schools, 104 North Main street, Providence, R. I.

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FIRST ANNUAL REPORT

OF THE

STATE HOME AND SCHOOL FOR CHILDREN,

OF

RHODE ISLAND.

1885.

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REPORT OF SECRETARY.

To the State Board of Education:

GENTLEMEN:—I have the honor to present my First Annual Report, giving a summary of the work at the State Home and School for the past year.

REPAIRS.

Immediately after the passage of the resolution by the General Assembly making an appropriation for the "preparation and equipment" of the School, the work of repair and alteration was begun. Arrangements were made with Mr. John K. Harris to do the carpenter work, with Messrs. Wood & Sheridan to do the plastering and other masons' work needed, and Mr. Joseph Bardsley for the painting and papering, at specified prices for labor and materials, as the work was such that it could not be reduced to sufficiently definite terms for contracts. A plan for the proper plumbing of the main building and the children's cottage was made by J. Herbert Shedd, C. E., and bids received thereon. The contract was awarded to Thos. Phillips & Co.

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EQUIPMENT.

The entire establishment had to be furnished with a working outfit, as there was absolutely nothing with which to begin. The main building and cottage required a complete supply of household furniture, while for the farm we had to buy horses, cows, wagons and tools. In making these purchases the aim has been always to buy only what seemed to be necessary and of such grade and quality as were deemed best for the interests of the State.

NEW BUILDINGS.

Practically, two new buildings have been erected; a large addition to the main building and one cottage; both from plans submitted by Stone and Carpenter, Architects. The addition to the main building is in harmony with the original both as to style and material. The stone for the walls was secured on the place.

It is joined on to the north-east corner of the old building and extends 62 feet to the east, while it is 32 feet wide. In the basement is a room 29 × 30 designed for use as a bakery, and a cellar 31 × 25. On the first floor is a dining-room, capable of seating 125 children, 2 store-rooms, and 2 pantries. In the second story is a school-room 29 × 33, a recitation room, and two dormitories. The height of the basement is 8 ft. 1½ in.; of the first story 10 ft. 9½ in.; and of the second story 9½ ft. The contract for the mason work, including the plastering, was let to D. S. Anthony; and the

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contract for the carpenters' work, including the painting, to Wm. Gilbane & Bro.

The cottage is designed to accommodate at least twenty-five children. It contains in the basement one large room, suitable for a play-room for the children in bad weather, and two smaller rooms. On the first floor are a sitting-room or living-room for the children, 17 × 26, so arranged that it may be divided into two rooms; a sitting-room and a bedroom for the cottage manager, each 8 × 13½, and connected with a large sliding door; a lavatory 10½ × 8½, with bath tub and wash bowls; a water-closet and two clothes-presses. In the second story there are three dormitories, one 42 × 13½, one 17 × 17, and one 9 × 17; a large clothes-press and a water-closet. The contract for the masons' work, including plastering, was given to H. F. & F. L. Mason, and the contract for the carpenters' work, including the painting, was given to John K. Harris.

The contract for supplying the steam boiler and fittings and the pipes and radiators for heating the addition to the main building and the old cottage was given to the Providence Steam and Gas Pipe Co.; that for the new cottage to W. G. Heath & Co.; while the plumbing contract for both buildings was given to Thomas Phillips & Co.

The plan of heating adopted for all of the buildings is the union of the direct and indirect methods of radiation. The buildings are provided with a sufficient number of radiators in the different rooms to overcome the external cold and bring the temperature up to a proper degree, while it is designed to maintain this temperature and at the same time

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supply a constant current of pure fresh air for the purposes of ventilation from the indirect radiation; all of the large rooms in the addition and *all* of the rooms in the cottages being ventilated by direct shafts to the outer air.

To the east of the main building about seventy-five feet, a boiler-house 25 × 32 has been erected under contract by H. F. & F. L. Mason, in accordance with plans furnished by Mr. Shedd, in connection with his plan for heating the entire premises. This boiler-house contains a bin for the storage of coal, 25 × 8, and room for two boilers, which it is believed will be sufficient for any future needs of the institution.

On the north of the main building a wooden tower 32 feet high has been erected by David Gorton, under contract, according to plans furnished by Mr. Shedd. This tower contains at the top thereof a tank holding 3000 gallons of water, so that it supplies a proper head for use in all of the buildings, and also holds a quantity in reserve in case of any temporary trouble with the supply.

The well near the north line of the farm, which was bored last winter to add to the supply of water, has been connected by a cast iron pipe with a steam pump located in the boiler-house, and connection has also been made with the pond.

In accordance with the general plan for disposing of the sewage of the institution submitted by Mr. Shedd and adopted by the Board, a line of six inch glazed drain pipe has been laid from the buildings out to the east and down the slope to a distance of about 700 feet, where at present the

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sewage is disposed of by surface absorption. The extension and completion of this work should be undertaken and carried forward as soon as possible the coming season.

OFFICERS.

The following is the present list of officers, with their respective salaries:

EDWARD H. POTTER, Superintendent.....	$1,200
MARY F. POTTER, Matron.....	300
HENRY H. COLLINS, Farmer.....	600
RUSSELL H. CHAMPLIN, Engineer.....	500
DEBORAH H. GAMMONS, Cottage Manager..	300
IDA E. MATTESON, " " ...	300
MINNIE BEARD, Teacher.....	300
BETSY A. CHAMPLIN, Seamstress.....	250

FINANCES.

The following is the state of the several appropriations made by the General Assembly, as they stand at this date, Dec. 31, 1885. I have included the appropriation for the purchase of the farm and other land in order that *all* of the expenditures connected with the School may be brought together, although the expenditure was not made by the Board:

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REAL ESTATE.

1884.		*Dr.*	*Cr.*
April 29.	By appropriation.....		$15,000 00
1885.			
Feb. 3.	By appropriation.....		3,000 00
1884.			
Dec. 30.	To purchase of Walnut Grove Farm by Commissioners.....	$12,000 00	
1885.			
Feb. 6.	To purchase of Crossman land by Commissioners.....	2,500 00	
" 17.	To purchase of Ives land by Commissioners.....	3,500 00	
		$18,000 00	$18,000 00

PREPARATION AND EQUIPMENT.

1885.		*Dr.*	*Cr.*
Feb. 12.	By appropriation.....		$5,000 00
Dec. 31.	To payments upon orders of the Board.....	$4,953 10	
	Balance Jan. 1, 1886.....	46 90	
		$5,000 00	$5,000 00

NEW BUILDINGS, ETC.

1885.		*Dr.*	*Cr.*
April 3.	By appropriation.....		$18,000 00
Dec. 31.	To payments upon orders of the Board.....	$12,894 61	
	Balance Jan. 1, 1886.....	5,105 39	
		$18,000 00	$18,000 00

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STATE HOME AND SCHOOL.

1885.		*Dr.*	*Cr.*
Feb. 12.	By appropriation		$8,000 00
Dec. 31.	To payments upon orders of the Board.....	$7,855 72	
	Balance Jan. 1, 1886.....	144 28	
		$8,000 00	$8,000 00

The expenditures for the year ending Dec. 31, 1885, have been as follows, viz:

For Repairs upon the main building, the two cottages and other buildings, including carpenter work, plastering and other mason's work, painting and papering and plumbing, with other items.....	$2,432 40
For the Equipment of the School, including household furniture for the main building and the two cottages, horses, cows, wagons and tools for the farm.....	$4,628 92
Addition to the Main Building.	
Payments up to date.....	6,231 32
Cottage No. 2.	
Payments up to date.....	4,360 65
Sewer.	
Labor and materials.....	574 21
Steam and Water Supply, including sinking shaft in old well, water tower, boiler-house, water pipes, &c.....	1,941 67
Salaries, including payments for all officers and other employees.....	2,851 40
Current Expenses of the Home, not including farm expenses. (For classified account see Supt's report.)..	2,296 95

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Farm Expenses, including manure, grain, seeds, &c.....	982 26
Miscellaneous Expenses.....	351 57
	$26,651 35

There has been received from the sale of the products of the farm during the year, $360.02, of which amount $58.71 was credited to the payment of goods purchased for the School, while the balance, $301.31, was paid into the State Treasury, and for which amount I have the General Treasurer's receipt.

Respectfully submitted,

THOS. B. STOCKWELL,

Secretary.

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REPORT OF SUPERINTENDENT.

To the State Board of Education.

GENTLEMEN:—I herewith submit my First Annual Report. The work of the past year has been of a character necessary always in establishing an institution. The dwelling-houses which were on the place when it was purchased by the State have all been renovated inside and furnished and occupied. The barn and other out-buildings remain in materially the same condition as when purchased.

CHILDREN.

We have received, as shown in Table *A*, twenty-seven boys and girls. Three of these have been placed in private homes. The health of the inmates has been so good that we have not yet called in a physician. They have been required to work a portion of the time. The boys during the summer had special duties to perform in the field, barn and the house, while the girls have been taught to do housework, sewing and mending. Special effort has been made to teach them how to do every kind of work pertaining to a farm and a home. The school is in session six hours each

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day excepting Saturdays and Sundays. On Sunday a Sabbath School is held in the forenoon, and other religious services in the afternoon.

OFFICERS.

The officers take great interest in their work, and being specially chosen for their own departments, are earnest and painstaking in teaching the children. There has been a marked improvement in the children since they became inmates of the Home. We have endeavored to place the highest ideal before them in such a way as to encourage them to try to reach it; and at the same time have required each to adhere strictly to duty no matter how irksome.

FARM PRODUCTIONS.

The productions of the farm are shown in detail in Table "B." The quantity is small, but this was caused by circumstances over which we had no control, and it should not be taken as a fair representation of what the farm can produce. We have learned something about the ground, and having other things more favorable, can enter upon another year with a better prospect.

IMPROVEMENTS.

Beyond preparing the buildings for use we have attempted to do little with reference to improvement. We have partially graded about the new buildings: and have cut down as few bushes and trees as necessary. There is need of a great deal of this work to be done to bring the place

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into proper shape. The trees are all old. This is particularly apparent in our fruit trees. That we may continue to have fruit it will be necessary to plant young trees. The grove, also, needs to be thinned out. In it are many dead trees, which interfere with the growth of the others and mar the beauty of the whole.

THANKSGIVING AND CHRISTMAS.

The children were given a holiday on Thanksgiving Day and Christmas, and were furnished with a turkey dinner. On Christmas a Christmas Tree was raised in the schoolroom and loaded by the contributions of the special friends of the institution. We are indebted to Mrs. E. B. Chace, Miss M. L. Torrey and her class in the Central Congregational Sabbath School, to Mr. L. W. Russell, Gen. Morgan, Rev. Mr. Montague, Mr. A. J. Manchester and his son for a pleasant entertainment given to the children. We would also extend our thanks to the Misses Wilkinson for their generous contribution of dishes, books, papers, and games for the children.

Respectfully submitted,

EDWARD H. POTTER,
Sup't.

STATE HOME AND SCHOOL,
PROVIDENCE, Dec. 31, 1885.

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"A."

CHILDREN.

No. of children received up to December 31, 1886, 27.

Males	18	
Females	9	—27

From Cranston Town Asylum.

Males	2	
Females	2	— 4

From State Almshouse.

Males	15	
Females	7	—22

From the City Asylum, Newport.

Male	1	— 1
		—27

Number born in Rhode Island	18	
" " " Connecticut	4	
" " " Massachusetts	1	
" foreign-born	4	—27

Number four years old	3	
" five "	5	
" six "	2	
" seven "	4	
" eight "	3	
" nine "	3	
" ten "	2	
" eleven "	3	
" twelve "	1	
" thirteen "	1	—27

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"B."

PRODUCTS OF FARM.

Sweet Corn—dozens	764½
Tomatoes—bushels	28
Cucumbers—bbls	1½
Potatoes—bushels	303½
Beets, "	55
Onions, "	223
Peppers, "	2
Beans, "	14
Turnips, "	181
Carrots, "	86
Eggs—doz	238
Hay—tons	25
Milk—lbs	15,217
Apples—bbls	26
Cabbages—heads	15
Squashes—lbs	1,100
Calves	3

"C."

EXPENDITURES.

Meat	$491 93
Groceries	341 18
Farm Expenses (including grain, manure, seeds, etc.)	982 26
Sugar and Molasses	114 49
Butter and Cheese	128 59
Shoes and Findings	124 44
Dry Goods	258 55
Fuel	353 59

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Tea and Coffee	37 74
Fish	32 17
Vegetables	38 38
Stationery	11 18
Lighting	39 75
Soap	47 01
Repairs	59 45
Current Expenses	218 50
	$3,279 21

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REPORT

OF THE

RHODE ISLAND SCHOOL OF DESIGN.

To the Honorable State Board of Education:

In accordance with the requirements of the laws of the State, the Board of Management of the Rhode Island School of Design herewith submit to you their Annual Report.

The aims and object of the school are the same as during past years, namely, to furnish thorough instruction in the elements of drawing and design, both to artisan and artist.

At present the whole number of pupils is 226. Of these 37 attend the day school—19 taking the regular course, while 18 pursue special studies.

The evening classes contain 109 members, of whom 55 are paying pupils, 50 have city and 4 State scholarships.

There are 27 trades and occupations represented by members of the evening classes: 11 clerks, 9 students, 12 machinists, 7 engravers, 6 jewellers, 6 civil engineers, 6 carpenters, 4 painters, 4 draughtsmen, 3 chasers, 3 wood-engravers, 3 die-sinkers, 2 silversmiths, 2 pattern-makers, 2 tool-makers, 2 wheelwrights, 2 dressmakers, 1 wood-carver,

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1 mason, 1 weaver, 1 moulder, 1 truck-driver, 1 photographer, 1 wool-sorter, 1 stone-fitter, 1 rubber-worker, 1 laborer.

A Saturday evening class in Algebra has also been formed, and now numbers 11 young men who are otherwise employed through the week, but attend the regular evening classes in mechanical drawing, and are desirous of obtaining sufficient knowledge of Mathematics to aid them in this work.

A Saturday afternoon class of 6 pupils in mechanical drawing is now organized for the benefit of young men whose hours of business are fewer on that day.

There are 42 children who attend the Saturday morning classes, while that for teachers, which was formed last year, now numbers 32 members.

The course includes free-hand drawing from models, casts and figures,—flat copies being very rarely used,—mechanical draughting and design, perspective, applied design, geometric figures and combinations, botanical analysis and lectures upon anatomy.

MRS. JESSE METCALF,
GEO. D. BRIGGS,
MRS. ARBA D. SMITH,
S. O. METCALF,
THOMAS B. STOCKWELL,
} *Board of Management.*

PROVIDENCE, Dec. 31, 1885.

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FIFTEENTH ANNUAL REPORT

OF THE

Board of Trustees of the State Normal School

OF

RHODE ISLAND,

1885.

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ORGANIZATION.

1884-85.

PRESIDENT:

HIS EXCELLENCY, GOVERNOR GEORGE PEABODY WETMORE.

VICE-PRESIDENT:

HIS HONOR, LIEUTENANT-GOVERNOR LUCIUS B. DARLING.

TREASURER:

REV. GEORGE L. LOCKE.

SECRETARY:

THOMAS B. STOCKWELL.

AUDITOR:

REV. DANIEL LEACH.

COMMITTEES.

QUALIFICATIONS—MESSRS. LEACH, WHITE, CROSS, STOCKWELL.
SUPPLIES—MESSRS. LEACH, LITTLEFIELD, ADAMS.
MILEAGE—MESSRS. CROSS AND STOCKWELL.
AUDITING—MESSRS. ADAMS AND WHITE.

BOARD OF EXAMINERS.

REV. H. W. RUGG,	Providence County.
JAMES HARRIS,	Providence County.
WM. P. SHEFFIELD, JR.,	Newport County.
LEWIS H. MEADER,	Bristol County.
GEORGE H. UTTER,	Washington County.
JOHN M. NYE,	Kent County.

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REPORT.

To the Honorable General Assembly of Rhode Island:

The Trustees of the State Normal School respectfully present their Fifteenth Annual Report as follows:

The School is in flourishing condition. Having seats in the study hall for 124 pupils, it continues full to the extent of its accommodations. Both teachers and pupils are interested in their work and faithful to their respective duties. The Faculty, under the lead of their active and efficient Principal, are zealous in seeking to increase the usefulness of the institution and prompt to avail themselves of all opportunities for so doing. The visitors who make up the large audiences that attend the successive graduation exercises can hardly fail to be favorably impressed, in listening to the papers read on these occasions, with the evidences therein given of the good result of the school work in training the faculties of the pupils, enlarging their intellectual horizon and putting them into right relations to their future work. It is believed that the steady improvement of the schools of the State, especially in the rural districts, attests the value of the Normal School as an important element in the system of public education.

The corps of instructors at present numbers six. One

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change has taken place during the year. Miss Ella M. Short has resigned her position and, having married, has joined her husband in educational work in North Carolina. Her place has been satisfactorily filled by the appointment of Miss Lerria Tarbell.

Miss Marble, having recently passed a vacation in Europe, has returned to her work, bringing with her, as the result of her observation and collection, much of valuable information and material, which she has since been very successful in rendering available and interesting to her classes.

The enthusiastic labors of Prof. Wilson have also proved highly valuable in promoting the study of various departments of natural science, especially Biology, in the way of investigating actual specimens and in the use of the stereopticon. The value of this gentleman's labors would be much increased were the appliances at his command less limited than, for want of means at the disposal of the Trustees, they unfortunately are. A moderate appropriation by your Honorable Body of money for the supply of this deficiency, as also for the further increase of the School Library, which is very largely used by pupils and teachers, would be a most useful expenditure.

For more detailed information as to the work of the School your attention is respectfully called to the Reports of the Principal, Dr. Morgan, to the Trustees, which are herewith submitted.

There is one matter which, since the establishment of the School fifteen years ago, has not received the attention to which its importance entitles it, namely, the relation of this

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institution to the High Schools of the State. On this subject the Trustees desire to offer some remarks.

Until recently,—and to a great extent it is still so,—the Normal School has seemed to be regarded by the graduates of High Schools with indifference. One reason of this indifference has apparently been an impression that it is an institution having little to offer that is worth their seeking.

Another reason has presumably been a feeling on the part of High School graduates that, after taking the Normal School course, they would have eventually to graduate from the latter institution only on an equality with those who had not enjoyed the same advantages with themselves of preliminary training. Of this second consideration we have no serious criticism to make. The feeling referred to is not unnatural nor altogether unreasonable, though it possibly indicates a misapprehension of the nature of the training of the Normal School.

A third consideration, though young persons of the class referred to may not have been consciously influenced by it, reveals nevertheless a want in our organization, the supply of which want would have made the advantages offered by it more obviously desirable, if not indispensable. We have never yet been able to offer,—we are not now in a condition to offer them immediately,—to our students of any class the advantages of that adjunct, without which a Normal School is not completely equipped,—namely, a Practice School. By this term is meant an ordinary school for children, under the supervision of thoroughly competent and experienced teachers, but in which students of the Normal School have, in turn, the opportunity to acquire experience in the

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practice of their art. The direction in which our graduates are most apt to show deficiency,—a deficiency by no means peculiar, however, to them,—is in the art of government and discipline, an accomplishment to be acquired, so far as it can be acquired by any, only by experience, by actual contact with children in a school, and by continuous observation of the work of those whose success is already conspicuous.

The value of such Practice Schools as adjuncts to Normal Schools has long been understood and attested. Their usefulness is not confined to those who practise in them. Being under the charge of experienced and peculiarly well qualified teachers, the children themselves enjoy special advantages. Some of the great State Normal institutions of this country have connected with them Practice Schools numbering in the various departments hundreds of scholars, the course of instruction extending in some cases through nine years or even more, and from the lowest primary to the highest academic school grades. And in the municipal schools for training teachers, such, for example, as those of Boston and New Haven, the value of this accessory department is highly estimated. When our own State institution shall have become so thoroughly organized that we can offer among its advantages that of the Practice School, High School graduates will find an inducement which they have not hitherto found to avail themselves of its privileges.

Meantime, however,—to recur to the first and second of the presumed reasons for the indifference with which this class of those young persons who mean to teach have regarded the Normal School, namely, the impression, first,

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that it is an institution having little to offer that is worth their seeking, and, secondly, the feeling that after taking the course they would have eventually to graduate on an equality with others whose preliminary advantages and labors had been unequal to their own,—it should in the first place be more widely known than it is that for High School graduates there is at present provided a special course which is believed to be of special value for them, and which by most can be completed in a single year. Of this course the outline statement prepared by the Principal, Dr. Morgan, is here presented, as follows:

> "100 lessons are devoted to the study of Zoology and Human Physiology, with the aid of animal dissections, the use of the skeleton, the manikin, charts, the stereopticon and the microscope.
>
> 100 lessons to the study of Psychology: the child's native endowments and environments, the conditions and laws of its development. Every fact is viewed and each principle investigated with constant reference to the use that can be made of them in education.
>
> 50 lessons to the study of Logic, with the double purpose of inducing habits of correct thinking, and specially of laying the foundation for the study of Method, by considering such questions as definition, division, classification, systemizing, arranging, induction, deduction, verification, etc., etc.
>
> 100 lessons to the study of Pedagogy, or the science of teaching, in which general principles are discussed and illustrated, systems are studied historically, attention is given to the method of organizing and governing schools, conducting recitations, keeping records, etc.
>
> 100 lessons to the work of the Primary Teacher in giving instruction in form, color, size, weight, measure, time, place, direction, number, manners, morals, etc., etc.

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50 lessons are given to the methods of teaching each of the subjects of Arithmetic, Drawing, Geography, Grammar, Reading, and the elements of the Natural Sciences, Botany, Zoology, Physiology and Physics.

During the year each student is required to prepare and read publicly two essays on pedagogical themes. They make large use of our well selected pedagogical library, present sketches of original lessons, have practice in teaching and opportunity for observation in the Kindergarten and city schools. Special attention is given to methods of teaching Music and Penmanship."

This special course, now in the second year of its adoption, has already commended itself to favor. Five High School graduates last year entered upon and three completed it. This year it has been availed of by fourteen students of that class. It is believed that as its advantages become more widely known it will still further commend itself.

Further, the Trustees desire to have it known that they have under consideration a measure, though its adoption is not yet determined upon, for dividing the diplomas of graduates into two classes, one of which shall make formal recognition of the fact that the recipients are graduates of High Schools.

But for this indifference on the part of High School graduates to the value of the Normal School training, there are probably two other reasons not yet referred to. One of these is the general lack of appreciation of the value of professional training to the professional teacher. The discussion, however, of this general topic is so familiar that we will not here enter upon it. It is sufficient to remark that

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while, on the one hand, no education of any sort will make a successful teacher of a person disqualified by nature for the work, on the other hand, a judicious professional training may make the difference between early success and remote success or ultimate failure to one naturally adapted to the work, but in one way or another hindered by unfavorable conditions. It may make, in many another case, the difference between a good and a very good teacher, between a moderately useful and a distinctly valuable one.

It is more to the purpose to notice the last, a more particular and very influential, reason for this indifference of which we speak, to the advantages of professional training for the High School graduate. The school authorities of towns having High Schools have not seen it to be worth their while to give any decided preference, in their selections of teachers, to Normal School graduates, but have been content to take candidates immediately from the High School. It is gratifying to be able to call attention to a change that is taking place in this regard. In the city of Boston, for example, where fifty new teachers are annually required for the public schools, no applications are now considered, except from graduates of the Normal School. To come nearer home, the city of Newport, by an act of its school committee, which, if not already passed, is expected shortly to be so, is deciding that in the selection of new teachers preference shall be given to such graduates. There are indications of a similar disposition on the part of school authorities in other portions of the State. In general it may be said that the tendency of public sentiment is in that direction.

In the interest, not of the Normal School only, but of pub-

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lic instruction in the State, your Board of Education, in their special capacity as Trustees of that institution, express the hope that its advantages may be more fully recognized by graduates of the various High Schools who mean to teach. They hope that to this end the committees of the various cities and towns in which High Schools are maintained will see it to be to their interest to use their influence in the way suggested.—Thoroughly appreciating the cordial and liberal support which your Honorable Body has from the beginning given to the Normal School, we believe that it will be ready to recognize with corresponding generosity the growing wants of an important and expanding public enterprise. The advantages of the Normal School have been hitherto too largely confined to the rural districts of the State. We desire to see the results of its work appearing more generally in the cities and larger towns.

Respectfully submitted,

GEORGE PEABODY WETMORE,
LUCIUS B. DARLING,
SAMUEL H. CROSS,
GEORGE A. LITTLEFIELD,
GEORGE L. LOCKE,
CHARLES J. WHITE,
DANIEL LEACH,
DWIGHT R. ADAMS,
THOMAS B. STOCKWELL,

Trustees of State Normal School.

PROVIDENCE, Dec. 30, 1885.

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SEMI-ANNUAL REPORT

OF THE

PRINCIPAL OF THE STATE NORMAL SCHOOL.

Members of the Board of Trustees:

GENTLEMEN:—I have the honor to submit the Semi-annual Report of this Institution.

THE FACULTY.

T. J. Morgan, Principal.—Instructor in Pedagogy, Psychology, Logic and Ethics.

William E. Wilson.—Physiology, Botany, Zoölogy, Physics, and methods of teaching Arithmetic and the Natural Sciences.

Frances W. Lewis.—Language, Grammar, Rhetoric and History.

Sarah Marble.—Chemistry, Mineralogy, Reading, English Literature.

Charlotte E. Deming.—Geography, Geology, Geometry.

Ella M. Short.—Arithmetic, Algebra, Astronomy, Drawing.

B. W. Hood.—Vocal Music.

A. J. Manchester.—Penmanship.

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Special lectures have been delivered during the term by Rev. Charles A. L. Richards on the subject of "Manners," by Miss Sanderson on the "Education Needed by Women," by Mr. Foster of the Providence Public Library on "The Town in Rhode Island History." Prof. W. A. Mowry, of Boston, has begun a course of interesting and instructive lectures on American History.

STUDENTS.

Total number enrolled during the term	129
Number that entered this term	52
Number who had previously taught	6
Average age of new students	17 yrs, 10 mos.

Occupation of parent or guardian of those who have entered the present term: Banker, 1; boilermaker, 1; blacksmith, 1; butcher, 1; contractor, 1; clerk, 3; civil engineer, 1; carpenter, 5; dressmaker, 1; farmer, 12; gardener, 1; gunmaker, 1; grain-dealer, 1; harness-maker, 1; housekeeper, 1; insurance agent, 1; jeweler, 2; machinist, 2; manufacturer, 3; merchant, 2; nailer, 1; painter, 1; retired, 3; salesman, 1; superintendent, 3; watchman, 1. Total, 52.

It will thus be seen that the school draws its students from all classes of society, and exerts a direct and immediate influence upon society at every point. It is of the people and for the people.

Our Assembly Hall will seat comfortably one hundred and twenty students. During the term just ending every

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seat has been occupied. Our recitation rooms are too small to afford proper accommodation for classes any larger than those we now have. Should the number of applicants for admission in the future increase, it may be necessary to raise our standard of admission, so as not to overcrowd the building.

The spirit of the students in attendance has been on the whole admirable. They have shown themselves earnest, appreciative, studious and faithful.

THE GRADUATES.

Twenty-Sixth Class, January 16, 1885.

Caroline Boss	North Scituate.
Ida A. Cunningham	Seekonk, Mass.
Ida L. Frost	Central Falls.
Clarissa A. Hindley	Valley Falls.
Minnie B. Higgins	Providence.
C. Howard Scholefield	Woonsocket.

THE COURSE OF STUDY.

The former course of study occupied nominally two years, but it was found that very few of those who entered were able to complete it satisfactorily in that time. The studies have been slightly modified, redistributed, and made to extend over a period of three years. At the same time, special provisions have been made by which graduates of the best High Schools in the State, who are strong in ability and scholarship, may graduate from the Normal School *in one*

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year. This course is subject to modification, according to our experience of the need of change. It is confidently believed that when school officers and others come to appreciate the immense practical value of this additional year of professional training for those graduates of High Schools and others who aspire to the responsible office of teacher, there will be a much larger number eager to avail themselves of its advantages.

IMPROVEMENTS.

The remainder of $1000 given by the Legislature has been expended in improving the building, and in adding some much-needed facilities for doing the work of the school. Very valuable additions have been made to the library. Special attention is called to the Pedagogical library. The purpose is to collect here at least one copy of every available book in English of practical value on the subject of education. The collection now comprises Reports of the National Bureau of Education, of the Commissioner of Public Schools of the State of Rhode Island, of the Massachusetts Board of Education, New York Board of Regents, Barnard's American Journal of Education, Proceedings of the National Educational Association, and the American Institute of Instruction, together with standard works on teaching by Payne, Currie, Fitch, Tate, Landon, Quick, Swett, Baldwin, Wickersham and others. The influence of such a library in quickening thought, liberalizing the views, creating a taste for helpful literature, developing independence, and fostering a healthful professional spirit, is incalculable.

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The additions made to the cabinets of geology, mineralogy, zoölogy and botany are already yielding rich fruits in the increased interest in these studies and in the improved character of the work which the teachers are thereby enabled to do.

The work bench and set of carpenter's tools recently purchased are freely used in making simple pieces of apparatus for class use.

The pictures hung in the study hall exert an influence as deep as it is silent in awakening a love for the beautiful and in refining and elevating the taste.

The generous thoughtfulness of former graduates in the school have added to our list of portraits the face of my honored predecessor, Professor Greenough, who from his place above the library door lends to the school something of stimulating and ennobling influence.

A TRAINING SCHOOL.

I would respectfully urge upon your attention the need of a suitable training school in connection with the Normal School. There are five fundamental requisites for successful teaching.

First—A high order of personal character, and aptitude for the work.

Second—Accurate knowledge of the nature of the child to be trained.

Third—A thorough acquaintance with the subjects to be taught.

Fourth—A knowledge of method, based upon psychology

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on the one hand, and the logic of the sciences on the other.

Fifth—Skill in actually organizing, governing and teaching children.

Without this last, the work of the teacher is theoretical, empirical, and necessarily imperfect.

Skill in teaching children can be acquired only by teaching children. It is vastly better that the prospective teacher should acquire this skill by teaching classes under skillful and wise criticism while pursuing a course of study, than to acquire it by practicing upon children when no one is at hand to prevent mistakes. The theoretical part of a Normal School training is rendered more sound and practical where theory is supplemented, tested, corrected and verified, by actually training veritable children according to normal instructions. May we not hope that at no distant day this much-needed adjunct may be supplied?

In conclusion, I take great pleasure in recognizing the zeal, faithfulness, industry and skill with which my associates in the faculty have coöperated with me. I tender to the Board and its able Secretary my gratitude for their cordial support.

May I not especially mention also my appreciation of the personal interest taken in the prosperity of the school by His Excellency Governor Bourn; of the generosity with which the Legislature has made appropriations for the school; and also of the kindly words so often printed by the newspapers of the State in the interest of this Institution.

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ADDRESS TO GRADUATING CLASS.

Members of the Twenty-sixth Graduating Class:

To-day marks an epoch in your lives; you cease to be our pupils, pass from under our control, and out from our immediate personal influence. Hereafter "The Normal" is to be to you only as a memory. Its employments, its instructions, its associations, will to-morrow be numbered with the things of the past. To-day they largely make up your lives. All your hopes and fears, your joys and sorrows, stand in some way related to the school. You are to-day like those who stand on the deck of some noble steamer, its prow pointing seaward, looking lovingly upon their native shores. To-morrow the shores will have disappeared, and their faces will be turned toward other lands. To-day the Normal School largely fills up your horizon; to-morrow, when even one day has separated between you and your graduation, you will be surprised to find how completely the spell will be broken. Each succeeding day will widen the distance between us, and weaken the ties that bind us together.

Perhaps it may not be unprofitable to cast a look back over the past, and ask yourselves what the school has done for you. Of course, you cannot estimate now with entire justice this work. Your answer to that question can only be given in the future, after a large experience in life and after many recastings of your judgment.

We are painfully aware that we have not done for any of you what we gladly would have done, and after you have taught for many years you will be very lenient in your judgment of us.

I will recall some of the things we have tried to do for you.

First, then, we have endeavored so far as in us lay, to make those years that you have spent with us full of happiness. We have tried to remember that youth is the spring time of life, the time for flowers and singing birds, of lengthening days and increasing sunshine. It has seemed to us fitting that school days should be joyous days. We have accordingly endeavored to make the school building

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itself as near like a home as was consistent with its character as a place for work. Pictures, music, flowers and social intercourse have been invoked to lend their aid to this desired end. All restraints upon your freedom of action have been removed, except those which seemed necessary for the accomplishment of the daily tasks incident to school life. We trust that whenever in the future, amidst whatever surroundings you may find yourselves, you may have occasion to recall the duties, however severe, or the problems, however difficult, of your old school days, your minds may at the same time be flooded with the pleasantest memories of the days you have spent within these walls.

In the next place, while recognizing our obligation to impart to you such knowledge as we might be able to, in reference to the subjects embraced in the course of study, our chief aim has been to in some degree awaken all your powers, and to train you to be independent in your investigations, untrammeled in your thinking, and self-reliant in your action.

The highest product of God's creative energy is the human soul; each of you bears the image of your Maker; no limits can be set to the possibilities of any single life; the present is but the vestibule of eternity. Our aim has been, so far as possible, to awaken within you any energies that might hitherto have lain dormant, to rouse to new activity those already awakened, to bring you more nearly to a full consciousness of yourselves, your powers, responsibilities, duties and privileges. We are much more concerned to-day with the answer to the question of what you *are* than to that of what you *know*.

We have further tried to hold up before you constantly a high ideal of living. We have not sought to arouse your ambition for wealth, power, fame, or mere pleasure. A life of philanthropy, patriotism, devotion to truth, service for others, is nobler than a life of self seeking. Socrates was greater than Crœsus, and Pestalozzi far nobler than Napoleon. In these days, when money is deified and the goddess of fashion is worshipped, when men prostrate themselves in the dust for the sake of office and barter their souls for a little pleasure,

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we have thought it worth while to emphasize the dignity of a true manhood, and the incalculable value of pure womanhood. Whatever you do, seek to earn the epitaph, He hath lived a noble life.

But that thought which has been constantly before us has been that you were to become teachers; that you were to dedicate your lives to a worthy calling. We have endeavored to arouse within you a professional spirit. We have pointed out to you the scientific character of your work, shown you the golden warp of philosophy that runs through the web of your daily duties, asked you to consider the deep significance of training an immortal soul, held up to your view the lives of those who have done the world a service by teaching, stimulated you to seek always for the best method of accomplishing your task, and made such representations of the exceeding great reward—consciousness of duty done—that must accompany your labor, as would make toil seem a privilege and duty a delight. Cherish the feeling that your work is worthy of your best endeavor, that its demands are boundless and its possibilities immeasurable.

If, in the hours of discouragement which come inevitably to all earnest workers, the impulse we have given to you shall carry you safely to the full achievement of your tasks, and if, in the hour of your success, you remember kindly our efforts to prepare you to conquer, we shall be repaid for our toil and anxiety. We commend you to the gracious care of Him who takes kindly note of every honest act of service rendered to one of His creatures.

THOMAS J. MORGAN,
Principal.

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ANNUAL REPORT

OF THE

PRINCIPAL OF THE STATE NORMAL SCHOOL.

Gentlemen of the Board of Trustees:

I hereby submit to you the Fourteenth Annual Report of the Rhode Island State Normal School.

The Faculty has remained unchanged during the year. I wish to make grateful recognition of the intelligence and fidelity with which my colleagues have not only performed their allotted duties in their several departments, but have also coöperated with me in securing the general welfare of the school.

Miss Sarah Marble, who, as pupil and teacher, has been connected with the school since its organization in 1871, has been granted a brief leave of absence, and is now travelling in Europe. She has well earned this respite, and will doubtless return to her work greatly enriched in mind and still better prepared for efficient service.

Miss Ella M. Short has tendered her resignation, greatly to the regret of all. She has been a faithful and able mem-

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ber of the faculty, and will bear with her the respect and best wishes of both colleagues and pupils.

The attendance during the year has been very satisfactory; total number, 160.

The work of the students has been well performed. The most of those who come to us have a definite aim and a high moral purpose. They are eager to learn, and earnestly seek to make the most of their opportunities. Occasionally one enters who lacks ability to do the required work. Some enter who do not possess aptness to teach, and now and then one who lacks moral earnestness and is quietly advised to withdraw. The office of the teacher is so high in dignity that we cannot afford to send out from this school, bearing our endorsement, any who are not thought to be competent to do good work, nor to retain as pupils any whose conduct is not every way commendable. The new course of study is now fairly in operation, and the school fully classified on the basis of three years time, into six classes—Junior A and B, Middle A and B, and Senior A and B.

Special and increased attention has been paid during the year to the preparation by the students of original essays. Teachers must needs be thinkers, able to organize and present their thoughts to others effectively, both orally and in writing. They are very frequently called upon to present essays or take part in the deliberations of teachers' associations. Besides, clear thinking and a good style of composition are elements of that general culture so essential to the teacher, independent of its strictly professional value.

Gradual changes have been made in the discipline of the

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school, with the aim of granting to students the highest personal freedom consistent with good order. The students are very soon to become teachers, and certainly it is not expecting too much of them while students to be, in the large acceptation of the word, self-governing, free from any regulations or limitations not absolutely required by the necessities which system always imposes.

A good deal of labor has been bestowed on the new catalogue just issued. I beg to call attention to some of the statistics in it, which have special significance. The school was organized in 1871, and has now been in operation fourteen years. During that time there have been in attendance 976 students. Exclusive of the first term, the average number of students entering in the fall has been a fraction over 41; in the spring, 23. The average age of those entering has been about 19 years, sometimes a little above and sometimes a little below. The whole number of males in attendance has been 72; females, 904. Every town in the State has sent us students. One hundred and sixty different trades and occupations pursued by parents or guardians have been represented. Among these 262 were farmers, 66 carpenters, 17 blacksmiths, and 22 machinists; 21 were clergymen, 13 teachers, 3 lawyers, 3 physicians, 2 editors. From these figures it will be seen that the school draws its students from every part of the State and from every class of society, and thus helps to unify society and make it homogeneous. The total number of graduates during fourteen years has been 341, an average of over 24 per year. Of the graduates 13 are recorded as deceased. Of the female graduates 88 are reported as married.

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All the graduates with scarcely an exception have taught, and a large proportion are now teaching. Such is the demand for their services that very few, if any, of those who wish to teach are unemployed. Very many of those who have left the school without graduating have taught.

The historical survey of the fourteen years' life of the Rhode Island State Normal School shows these things:

1. It has always been well patronized, having all the students that it could well care for.

2. A very gratifying proportion of those who enter complete the course.

3. The graduates render valuable service to the State, fulfilling the purpose of the school.

4. Every part of the State shares in its advantages.

5. The public interest and confidence in its work is increasing.

6. As the need of well trained teachers comes to be more widely felt and the superior value of their work more fully appreciated, the school will grow in popular favor and usefulness.

7. We may regard the Normal School as having entirely passed its experimental stage. Hereafter it may be looked upon as one of the established institutions that has come to stay.

8. The success of the past and the prosperity of the present warrants the expectation that the school will not only continue to exist, but will grow, and as work increases it will demand enlarged facilities for doing it.

9. The one Rhode Island Normal School of the future

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ought to be in every respect all that the most intelligent friend of popular education could wish.

10. I confidently believe that the people of Rhode Island are prepared to coöperate with the Board of Education in any measure that will ensure greater efficiency in the all-important work of training a competent body of teachers for her public schools.

I tender to the Board and its efficient Secretary my grateful acknowledgments for their courteous support during the year just ended.

ADDRESS TO GRADUATING CLASS.

Members of the Twenty-seventh Graduating Class:

In behalf of the Faculty of the Normal School I desire to say a few last words to you before you leave us. You now cease to be our pupils and become our co-workers. It is therefore becoming that I should speak to you rather as a friend than as an instructor. I want to thank you for the admirable spirit you have shown as students, industry, earnestness, patience and teachableness. The best wish that I can express for you is that when you come to be teachers you may find such pupils to train as you yourselves have been.

As I look into your faces to-day, beaming with gladness, I rejoice in your youth, courage and hopefulness. I wish you may always remain youthful, at least in spirit. In the course of your work you will doubtless meet with difficulties and discouragements, and your spirits will sometimes not be as buoyant as to-day. If at such times you should be tempted to despond, remember that trials are incident to life. No one escapes. They belong to life as life. They are a part of our discipline. The soul seems to need them as indispensable means for its own development. Recall that maxim with which you have become so familiar—"Exercise is the law of growth." Some of

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the noblest powers of the soul are called into exercise only by the emergencies of life. The true greatness of the soul is made manifest by its manner of meeting trials. It required banishment and exile to reveal the transcendent glory of the character of Roger Williams. The greatness of Lincoln could only be measured by the vastness of the difficulties he met and overcame. One of the chief glories of life is in bearing bravely its trials. The electric lights that flash out from the Brooklyn bridge dazzle by their brilliancy, but it is the strength of the massive granite piers upon which the vast structure depends for its great utility. Sweet, indeed, are the uses of adversity, if rightly improved. Patience, resignation, fortitude, courage, hope, industry, are some of the high qualities of soul that can only flourish under trial. Poverty is not to be despised, labor is not a curse, defeat is often only a larger victory in disguise. For "Bull Run" we now read "Gettysburg," "Nashville," "Appomattox."

If you should be tempted to think your trials peculiar, remember that this is only because you yourselves are peculiar. No soul is like another. Every life is peculiar. The heart knoweth its own bitterness. Strive to show yourselves peculiar in the heroism with which your trials are borne. Gladstone, the Premier, was great when bearing upon his Atlantean shoulders the burdens of an empire. Gladstone, the citizen, is no less great in the equanimity with which he bears defeat.

Wealth, luxury, ease, leisure, are very doubtful blessings. They are seldom accompanied with happiness, and certainly not always with goodness. The chief, if not the only, value of money is that the responsibility for its care, safety and right use, call for the exercise of high qualities of soul. Its responsibilities are fully commensurate with its pleasures. It corrupts and degrades quite as many as it ennobles. Wealth is simply opportunity. Its value depends upon its use.

> "Verily, 'tis better to be lowly born,
> And range with humble livers in content,
> Than to be perk'd up in a glitt'ring grief,
> And wear a golden sorrow."

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Trials are but opportunities. Yielded to, they enslave and crush us; conquered, they crown us kings.

Strive, then, dear friends, to make the most of every day. Get good from everything. Be cheerful and hopeful.

> "Let all the ends thou aim'st at be thy country's,
> Thy God's and truth's."

And may He whose kindly watchcare has brought us all safely to this glad hour of your graduation, keep you to the end of life's journey, grant you all the success that you can endure, and sanctify to you whatever of trial you may be called to undergo.

THOMAS J. MORGAN,
Principal.

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REPORT

OF THE

COMMISSIONER OF PUBLIC SCHOOLS,

OF

RHODE ISLAND,

1885.

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State of Rhode Island and Providence Plantations.

DEPARTMENT OF PUBLIC INSTRUCTION.

To the Honorable the State Board of Education:

Gentlemen:—In accordance with law, I herewith submit the Forty-first Annual Report of the Commissioner of Public Schools for the school year ending April 30, 1885.

Respectfully,

THOMAS B. STOCKWELL,

Commissioner of Public Schools.

Providence, R. I.,
December 31, 1885.

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REPORT.

The usual summary of the statistics contained in the complete tables of the appendix is herewith submitted. The particular attention of the reader is called to the comparison instituted between the figures for 1875 and 1885. It is believed that this comparison will tend to remove some false impressions that have existed in the minds of some persons as to the extent of the work of the public schools, and also as to their cost.

If such comparisons are made once every five or ten years, I believe they will be specially valuable for the purpose of showing the real tendency of school work.

For the first time we have been enabled to collect a series of uniform statistics from the free public libraries aided by the State, and the results of this work will be found worthy of examination.

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A SUMMARY OF STATISTICS.

School Year ending April 30, 1885.

TOWNS AND COUNTIES.

Number of towns in Rhode Island				36
"	"	Providence County		15
"	"	Newport	"	7
"	"	Washington	"	7
"	"	Kent	"	4
"	"	Bristol	"	3

SCHOOL CENSUS, JANUARY 1885.

Whole number enumerated, from 5 to 15 years inclusive	60,147
Increase from last year	1,289
Increase in ten years	6,831
Number reported as attending Public Schools	40,511
Increase	2,359
Number reported as attending Catholic Schools	6,514
Increase	492
Number reported as attending Select Schools	1,900
Decrease	22
Number reported as not attending any school	11,222
Decrease	1,672
Number reported as attending some school, less than the time required by law, viz., 12 weeks	2,355
Increase	289
Per cent. of those attending any school, to whole school population	$81\frac{3}{10}$
Increase	$3\frac{2}{10}$ per cent.

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Per cent. of those attending any school less than 12 weeks, to whole school population	$3\frac{9}{10}$ per cent.
Increase	$\frac{4}{10}$ of one per cent.
Per cent. of those attending any school who have attended less than 12 weeks	$4\frac{3}{10}$ per cent.
Increase	$\frac{3}{10}$ of one per cent.
Number 7 years of age and under 15 who have not attended any school	3,886
Number 7 years of age and under 15 who have attended school less than 12 weeks	988

PUBLIC SCHOOLS, SCHOOL YEAR ENDING APRIL 30, 1885.

DAY SCHOOLS.

Registration and Attendance.

Number of different pupils enrolled	47,990
Increase from last year	2,349
Increase in ten years	8,436
Average number belonging	35,269
Increase from last year	1,147
Increase in ten years	5,167
Average attendance	31,743
Increase from last year	996
Increase in ten years	5,580
Aggregate number of months' attendance of all the pupils	304,693
Increase from last year	9,784
Increase in ten years	59,296
*Per cent. of average attendance to whole number of different pupils enrolled	$66\frac{1}{10}$
Decrease from last year	$1\frac{8}{10}$

NOTE.--*Re-enrollments.*—4,615 pupils are reported as having during this year been registered in more than one school in the same town, and 1874 as having been registered in more than one town in the State during the year. Total number of re-enrollments reported and deducted this year, 6,489. Increase 274.

*Same as in 1875.

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Schools and Length of School Year.

Number of graded schools				591
Increase from last year				31
Increase in ten years				156
Number of ungraded schools				291
Increase from last year				1
Decrease in ten years				10
Total number of schools				882
Increase from last year				32
Increase in ten years				146
Aggregate length of schools	8,199	months,	19	days.
Increase from last year	362	"		
Increase in ten years	1,650	"	19	"
Average length of schools	9	"	6	"
Increase from last year			2	"
Increase in ten years			8	"

Teachers, and Teachers' Wages.

Number of different persons employed as teachers during the year:

Males	182
Decrease from last year	3
Decrease in ten years	13
Females	1,055
Increase from last year	19
Increase in ten years	194
Total	1,237
Increase from last year	16
Increase in ten years	181
Number of changes in teachers from report of last year	381
Decrease from last year	19
Number of teachers necessary to supply the schools	1,007
Increase from last year	38
Increase in ten years	186

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*Number of pupils to a teacher per average belonging	35
Decrease in ten years	2
Amount paid teachers	$453,687.25
Increase from last year	$21,728.91
Increase in ten years	$70,403.11
Average salary of teachers	$450.53
Increase from last year	$4.75
Decrease in ten years	$15.75
Amount paid male teachers	$91.601.12
Increase from last year	$1,101.13
Decrease in ten years	$2,016.58
Aggregate number of months male teachers have been employed	1,142
Increase from last year	10
Increase in ten years	43
Average wages per month	$80.21
Increase from last year	.26
Decrease in ten years	$4.97
Average salary per school year (9 months and 6 days)	$745.95
Amount paid female teachers	$362,086.13
Increase from last year	$20,627.78
Increase in ten years	$72.419.69
Aggregate number of months female teachers have been employed	8,283
Increase from last year	403
Increase in ten years	2,010
Average wages per month	$43.71
Increase from last year	.38
Decrease in ten years	$2.46
Average salary per school year (9 months and 6 days)	$406.50

Education of Teachers.

Number educated at Colleges or Universities	61
Increase	6

*Same as last year.

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Per cent. to whole number of different teachers..... 4 9/10
Increase..... 4/10 of one per cent.
Number educated at Academies or High Schools..... 689
Increase 3
Per cent. to whole number of different teachers..... 55 7/10
Decrease..... 5/10 of one per cent.
Number educated at Normal Schools..... 318
Increase 8
Per cent. to whole number of different teachers..... 25 7/10
Increase..... 8/10 of one per cent.
Number educated at Common Schools..... 169
Decrease..... 1
Per cent. to whole number of different teachers..... 13 7/10
Decrease..... 2/10 of one per cent.
Number reported as beginners..... 114
Decrease..... 23
Per cent. to whole number of different teachers..... 9 8/10
Decrease..... 2 per cent.

Size of Schools.

Number of ungraded schools having less than ten pupils..... 47
Decrease..... 2
Number of ungraded schools having from ten to twenty pupils.. 129
Increase..... 14
Number of ungraded schools having from twenty to thirty pupils. 45
Decrease..... 14
Number of ungraded schools having from thirty to forty pupils.. 39
Increase..... 8
Number of ungraded schools having from forty to fifty pupils... 16
Decrease 5
Number of ungraded schools having from fifty to sixty pupils... 11
Increase..... 1
Number of ungraded schools having sixty pupils or over..... 4
Decrease..... 1

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Average size of graded schools	49
Decrease	1
*Average size of ungraded schools	22
*Average size of graded and ungraded schools	40

EVENING SCHOOLS.

Number of schools	33
Increase from last year	6
Decrease in ten years	6
Aggregate length of schools	425½ weeks.
Increase from last year	80 "
Decrease in ten years	71½ "
Average length of schools	13 "
Increase from last year	½ of one week.
Increase in ten years	½ of one week.
†Number of different pupils enrolled	4,714
Increase from last year	1,100
Increase in ten years	114
Average number belonging	3,497
Increase from last year	1,132
Increase in ten years	191
Average attendance	2,371
Increase from last year	752
Increase in ten years	115
Aggregate number of weeks' attendance of all the pupils	34,674
Increase from last year	10,317
Increase in ten years	2,084
Number of different teachers employed:	
Males	87
Increase from last year	11
Increase in ten years	4

* Same as last year.

† Thirty-nine pupils were reported as having, during the year, also attended day schools.

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Females	139
Increase from last year	31
Increase in ten years	30
Total	226
Increase from last year	42
Increase in ten years	34
Average number of teachers employed	200
Increase from last year	37
Increase in ten years	37
Amount paid male teachers	$7,956.40
Increase from last year	$1,028.40
Decrease in ten years	$140.60
Aggregate number of evenings' service performed by male teachers	5,557
Increase from last year	298
Increase in ten years	365
Average wages per evening	$1.43
Increase from last year	.11
Decrease in ten years	.13
Amount paid female teachers	$9,568.94
Increase from last year	$2,255.02
Increase in ten years	2,315.44
Aggregate number of evenings' service performed by female teachers	9,145
Increase from last year	2,081
Increase in ten years	2,302
Average wages per evening	$1.05
Increase from last year	.01
Decrease in ten years	.01
Total amount paid teachers	$17,525.34
Increase from last year	$3,283.42
Increase in ten years	$2,174.84
Other expenditures	$2,763.55
Decrease from last year	$826.60

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Increase in ten years	$1,329.72
Total expenditures	$20,288.89
Increase from last year	$2,456.82
Increase in ten years	$3,504.56

FINANCES.

Receipts.

Balances unexpended last year	$24,844.37
Increase from last year	10,663.57
Increase in ten years	8,798.50
*State appropriation for day schools	90,000.00
State appropriation for evening schools	2,304.40
Increase from last year	1,175.24
Decrease in ten years	190.60
†State appropriation for apparatus	1,275.55
Increase from last year	34.45
Town and city for schools, supervision and apparatus	444,540.74
Increase from last year	23,285.12
Increase in ten years	90,034.60
Town and city for sites, buildings, etc	127,506.74
Increase from last year	74,081.36
Decrease in ten years	84,743.26
District taxation	44,669.11
Increase from last year	7,186.86
Decrease in ten years	2,957.32
School funds	5,536.63
Decrease from last year	1,466.25
Individuals and corporations	8,182.50
Increase from last year	6,700.98
Increase in ten years (school funds, individuals and corporations)	3,433.00

* Same as last year and 1875.

† No State appropriation for apparatus in 1875.

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Registry taxes	12,032.77
Decrease from last year	2,808.77
Dog taxes	13,100.24
Increase from last year	1,110.21
Other sources	6,010.04
Increase from last year	454.82
Increase in ten years (registry and dog taxes and other sources)	2,555.70
Total receipts from all sources	780,003.09
Increase from last year	120,417.59
Increase in ten years	18,206.17

EXPENDITURES.

Teachers' wages in day schools	$453,687.25
Increase from last year	21,728.91
Increase in ten years	70,403.11
Other expenditures for day schools	80,987.21
Increase from last year	12,784.65
Increase in ten years	3,927.98
Teachers' wages in evening schools	17,525.34
Increase from last year	3,283.42
Increase in ten years	2,174.84
Other expenditures for evening schools	2,763.55
Decrease from last year	826.60
Increase in ten years	1,329.72
School supervision	13,320.98
Increase from last year	477.68
Increase in ten years	1,639.96
Sites, buildings and furniture	164,994.57
Increase from last year	62,635.83
Decrease in ten years	109,331.84
Libraries and apparatus	3,542.81
Increase from last year	196.05
Increase in ten years	2,034.20

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Total	736,821.71
Increase from last year	100,279.94
Decrease in ten years	27,822.03

NOTE.—$13,955.80 are also reported as paid for interest and principal of debts incurred prior to this year.

School Property.

Number of school-houses	458
Increase	5
Estimated value of sites, buildings and all other property used for school purposes	$2,227,135

COST OF INSTRUCTION IN PUBLIC SCHOOLS

INCLUDING ONLY CURRENT EXPENDITURES.

DAY SCHOOLS.

Teachers' Wages.

Expenditure per capita of school population	$7.54
Increase from last year	.20
Increase in ten years	.35
Expenditure per capita of pupils enrolled	9.45
Decrease from last year	.01
Decrease in ten years	.24
Expenditure per capita of average number belonging	12.86
Increase from last year	.20
Increase in ten years	.13
Expenditure per capita of average attendance	14.29
Increase from last year	.24
Decrease in ten years	.36
Expenditure for each pupil's instruction per month	1.48
Increase from last year	.02
Decrease in ten years	.08

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Incidental Expenses.

Expenditure per capita of school population	$1.35
Increase from last year	.19
Decrease in ten years	.09
Expenditure per capita of pupils enrolled	1.69
Increase from last year	.19
Decrease in ten years	.26
Expenditure per capita of average number belonging	2.30
Increase from last year	.30
Decrease in ten years	.26
Expenditure per capita of average attendance	2.55
Increase from last year	.33
Decrease in ten years	.39
Expenditure for each pupil's instruction per month	.27
Increase from last year	.04
Decrease in ten years	.04

Supervision.

†Expenditure per capita of school population	$ .22
*Expenditure per capita of pupils enrolled	.28
Decrease in ten years	.02
Expenditure per capita of average number belonging	.38
Increase from last year	.01
Decrease in ten years	.01
Expenditure per capita of average attendance	.42
Increase from last year	.01
Decrease in ten years	.03
†Expenditure for each pupil's instruction per month	.05

Totals.

Expenditure per capita of school population	$9.11
Increase from last year	.39

* Same as last year.
† Same as last year and 1875.

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Increase in ten years	.26
Expenditure per capita of pupils enrolled	11.42
Increase from last year	.18
Decrease in ten years	.52
Expenditure per capita of average number belonging	15.54
Increase from last year	.51
Decrease in ten years	.14
Expenditure per capita of average attendance	17.26
Increase from last year	.58
Decrease in ten years	.78
Expenditure for each pupil's instruction per month	1.80
Increase from last year	.06
Decrease in ten years	.12

EVENING SCHOOLS.

Teachers' Wages.

*Expenditure per capita of school population	$0.29
Increase from last year	.05
Expenditure per capita of pupils enrolled	$3.72
Decrease from last year	.22
Increase in ten years	.38
Expenditure per capita of average number belonging	5.01
Decrease from last year	1.01
Increase in ten years	.37
Expenditure per capita of average attendance	7.39
Decrease from last year	1.41
Increase in ten years	.59
†Expenditure for each pupil's instruction per month	4.04
Decrease from last year	.64
Increase in ten years	.27

* Same as 1875.

† Attendance at one session of evening school is reckoned as half a day.

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Incidental Expenses.

Expenditure per capita of school population	$0.04
Decrease from last year	.02
Increase in ten years	.01
Expenditure per capita of pupils enrolled	.59
Decrease from last year	.40
Increase in ten years	.28
Expenditure per capita of average number belonging	.79
Decrease from last year	.73
Increase in ten years	.36
Expenditure per capita of average attendance	1.17
Decrease from last year	1.04
Increase in ten years	.53
Expenditure for each pupil's instruction per month	.64
Decrease from last year	.54
Increase in ten years	.29

Totals.

Expenditure per capita of school population	$0.33
Increase from last year	.03
Increase in ten years	.01
Expenditure per capita of pupils enrolled	4.31
Decrease from last year	.62
Increase in ten years	.66
Expenditure per capita of average number belonging	5.80
Decrease from last year	1.74
Increase in ten years	.73
Expenditure per capita of average attendance	8.56
Decrease from last year	2.45
Increase in ten years	1.12
Expenditure for each pupil's instruction per month	4.68
Decrease from last year	1.18
Increase in ten years	.56

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Day and Evening Schools.

Expenditure per capita of school population	$9.44
Increase from last year	.42
Increase in ten years	.27
Expenditure for each pupil's instruction per month	1.84
Increase from last year	.06
Decrease in ten years	.12

Taxation.

State valuation for 1873	$328,530,559.00
Town tax for public schools, 1885–86, on each $100 of the above	13½ cts.

GENERAL STATISTICS.

DAY SCHOOLS.

Attendance.

Per cent. of the average number belonging on the whole number registered :

In graded schools	.72
In ungraded schools	.66

Per cent. of the average attendance on the whole number registered :

In graded schools	.65
In ungraded schools	.58

Per cent. of the average attendance on the average number belonging :

In graded schools	.91
In ungraded schools	.87

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Supervision.

Number of schools not reported as visited by school committee as required by law	17
Number of schools not reported as visited by trustees as required by law	114

FREE PUBLIC LIBRARIES.

Number of libraries reported	33
Increase from last year	2
Increase in ten years	26
Amount awarded	$3,475
Increase from last year	$275
Increase in ten years	$2,925
Number of patrons	54,911
Increase from last year	10,784
Total number of volumes	113,101
Circulation	300,477
Number of volumes of history	11,815
Circulation	15,174
Number of volumes of biography	11,159
Circulation	11,311
Number of volumes of geography and travel	7,625
Circulation	15,487
Number of volumes of science and art	18,419
Circulation	15,733
Number of volumes of poetry and drama	3,167
Circulation	4,630
Number of volumes of literature and language	6,693
Circulation	6,804
Number of volumes of fiction	22,928
Circulation	151,955
Number of volumes of juveniles	7,147
Circulation	60,210

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Number of miscellaneous volumes	24,148
Circulation	19,173

ATTENDANCE.

The gratifying increase in the number of pupils in attendance upon all the schools shown a year ago by the school census still continues, and almost in exactly the same ratio, the difference being only one-tenth of one per cent. By the school census of 1885 we find that 81$\frac{8}{10}$ per cent. of all the children of school age in the State have been members of some school during the year. In these two years we have reduced the proportion of absentees in the whole State from one-fourth to a little less that one-fifth, and this in spite of the fact that the city of Providence and one or two other large centres of population have taken no steps to enforce the law against absenteeism.

If we turn to the figures that relate to the public schools alone, we find an increase in the enrollment of 2,349, or nearly twice as many as the entire increase in school population; showing that the absentees are being brought into the schools.

If now we look at the gain for the past ten years and compare it with that for last year, we shall find that the latter, instead of being about one-tenth of the former as it would be on general principles, is more than one-fourth of the former; while the gain in average attendance in the last year has been between one-fifth and one-sixth of the whole gain for ten years.

Surely such evidence of the value of a law is seldom

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afforded by the experience of the first two years of its existence. To the friends of the law it is a complete justification of their efforts for its passage, and a strong incentive to strive for the perfecting of its details and for its thorough and general enforcement. To the doubter this experience must come as well attested evidence, both of the necessity for the law and of its adaptation to the need as it exists.

By a change in the form of the return of the school census, which is made to this office by the several school committees, we are able to show this year exactly what proportion of the whole number of children of school age who have not attended school, belong to the class who are required by the law to attend school at least twelve weeks each year, and we find the number of such absentee children, between the ages of 7 and 15, to be 3,886; and in addition to these are 988 more of the same ages who have attended school less than the minimum time required by the law, making nearly 5,000 children reported as not conforming to the requirements of the statute.

Making all due allowance for those of this number who are incapacitated for attending school by ill-health, or are detained by other legitimate causes it is very evident that there are several thousands of children who are being deprived of an education, whom it is our duty, as the conservators of the State, to reach and provide with the opportunity of acquiring this indispensible preparation for their life's work.

In considering the operations of the compulsory law, we should always bear in mind the two distinct classes of chil-

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dren that it is designed to reach—the absentee class, properly so called, and the truant class. By the former are meant those who are kept from school to work or for other reasons, and for whose condition the parent or guardian is responsible, while the latter includes those children who have been sent to school, but absent themselves of their own volition and for which absence they are themselves solely responsible. The 3,886, between the ages of 7 and 15, before referred to, constitute the absentees; the truants we are not yet able to enumerate, and shall not, until we have a truant officer in every town and city, who shall make thorough work in the enforcement of the law and the ordinances enacted under it. But we may form some idea of the extent of the evil and of the necessity for action to abate it, when we note the fact that the number of children who have attended school less than the twelve weeks required has increased the past year nearly 300, or over 10 per cent., showing that many who were sent to school in good faith by parents failed to continue therein. Nor is it to be expected otherwise. Children who have not been accustomed to the discipline and restraint of the school-room, seldom at once find it agreeable, and they naturally seek to free themselves from it. What they need is a force, gentle but firm and inexorable, that shall hold them to the new order of things until they shall have learned to see something of its meaning and value. It may be said that this is the parents' duty. Doubtless in the ideal organization of society it is, but unfortunately the actual conditions of life are such that it practically becomes almost impossible for the parents in

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countless cases to bring this force to bear upon the child at the proper time, and hence it is not exerted at all. Of the necessity of just this action on the part of the State, or its representatives, and of the desire therefor on the part of the great majority of the parents who are most directly interested, there is abundant and concurrent testimony.

If any further evidence of the extent of this evil is necessary, it may be found by comparing the average attendance with the enrollment in the public schools, by which it will be seen that the percentage of attendance upon the enrollment is only 66⅓ per cent. Of course it is not for one moment to be claimed that the difference shown above is wholly, or even in a large part, to be accounted for by the truancy of the pupils. Sickness, business, change of residence, and many other reasons combine to render the actual attendance always less than the enrollment; but giving all the credit to these causes that they deserve, it must be clear to any candid mind that the difference is too large to be accounted for in those ways. We cannot believe that legitimate causes alone can regularly cut down the attendance at school nearly one third. Again, the statistics given by those cities where an efficient system of looking after truants prevails, show both how many such cases occur and also how effective the labors of the truant officer are to increase the average attendance.

COMPULSORY LAW.

From the returns of the School Committees of the several cities and towns it appears that fifteen towns have enacted

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a truant ordinance and appointed a truant officer, and have thus provided all the necessary means for executing the law; and eleven more have appointed truant officers, but have not enacted any ordinance, so that the law can be made to reach but one class of delinquents, and those not the ones in most urgent need of attention. I am quite sure that many persons do not apprehend the real nature of truancy as it exists in most cases. They look upon it as a boyish freak, a bit of exuberance of his animal spirits and as having no permanent significance. Whereas, the fact is, as attested by police officers and justices of the lower courts, that the first step in the career of crime and lawlessness is almost always truancy. It is, therefore, more for the moral consequences involved, than the intellectual, that I plead for such attention to this subject as shall make the truant officer a real power in every community where the vice exists. This is the proper place to break up juvenile crime.

The question has been raised in several quarters whether the law does not need some radical changes before it can be made to accomplish its purpose. In reply, I would say that so far as any attempt has been made to enforce the existing law, it has accomplished quite remarkable results. I have not yet learned of any occasion where it has been called into operation and has proved unequal to the task set before it. Like every other law that is dependent upon local action for its enforcement this law has met with widely different treatment in different localities. Where the local authorities have been interested to see it enforced and have acted, it has worked smoothly and effectively directly to the

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end it was designed to reach. But where there has been either indifference or open opposition on the part of the local authorities, of course nothing, or next to nothing, has been done. In this respect, therefore, the law clearly needs amendment, either in the form of a clause fixing some fine or penalty for either refusal or neglect of a town or city to take the action required by the law to make it operative, or by a section authorizing the State Board of Education to appoint an agent to act under their direction in enforcing the provisions of the law. From the experience of the states of Massachusetts and Connecticut, as well as from a careful consideration of all the conditions involved, I am of the opinion that the second form of amendment is to be preferred, unless the two may be combined.

There is no doubt very much work to be done in the breaking up of truancy in all cities and large centres of population that demands the presence and action of local officials, so that it is of great importance that such local action as the law contemplates be taken. On the other hand, in connection with the enforcement of the provisions relating to the absentee class, both with reference to the parent and also the employer, it is unquestionably true that a State officer, without any local prejudices or affiliation, could carry out the provisions of the law with more impartiality and thoroughness than one who would almost inevitably be subject more or less to such influences. Moreover, if the power to appoint such an officer is vested in the Board of Education, it makes the enforcement of the law no longer contingent upon the varying whims or purposes of

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many different bodies, but fixes the responsibility upon *one* body alone, who can be held to account for their action or inaction, as the case may be. It is to be hoped that another year will not be allowed to pass without the action of the General Assembly in one or both of these lines.

As to other amendments, I would simply renew the recommendations of a year ago, that such minor alterations be made as will tend to make law more homogeneous and thus aid in its enforcement.

SCHOOLS AND TEACHERS.

The large increase in number of pupils has necessitated an increase in the number of schools, of 32. This number, however, will not accommodate more than one-half of the new pupils, so that we see that half of the increase was taken up by the schools already established. The school year has increased two days, being now 9 months and 6 days.

The total number of teachers employed has been: males, 182; females, 1,055; total, 1,237; while the number necessary to supply the schools is 1,007. By comparing the figures for 1885 with those for 1875 we find that the number of male teachers has decreased 13, while the number of female teachers has increased 194. The number of changes in position from last year is 381, or nearly one-third of the entire number, which varies but very little from the record of a year ago. Here is one of the weakest points in our whole work, and one that appears to defy any effort to remedy it under our present system. The average salary for the whole body of teachers is $450.53, an increase of

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$4.75 over last year, but a decrease of $15.75 from ten years ago. The average monthly wages of males is $80.21, being 26 cents more than last year, but $4.97 less than in 1875. The average monthly wages of females is $43.71, or 38 cents more than last year, and $2.46 less than in 1875.

Of the teachers 4 1/10 per cent. have a college education, 55 1/10 per cent. have an academic or high school education, 25 1/10 a normal school education, the remainder having only a common school education. It is gratifying to note in this connection a steady gain in the ratio of those having the higher education and the professional training.

EVENING SCHOOLS.

There has been a slight gain in the number of the evening schools during the past year, but a very decided gain in the character of the schools. The average length of the schools has been increased even over that of ten years ago; there is also a larger enrollment, a larger average belonging and a larger average attendance. Indeed the percentage of attendance to the enrollment is so near that of the day schools as to show that the membership is attaining to that degree of stability and permanence that will warrant us in expecting these schools to show results not unworthy to be compared with those of the day schools.

These improvements in the evening schools have been brought about largely by the quite general adoption of the policy of excluding from them those who properly belonged to the day schools, and of offering special attractions to those who were of mature age. In this way a membership has been

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secured that has been marked by a clear sense of its wants and by a determination to avail itself of the means provided to supply those wants.

These schools, however, are not yet doing the work that they are capable of and which they alone can do. They need more thorough organization and equipment, and more careful and specific supervision. As the class of pupils for which they are provided is quite distinct and different from those for whom the day schools are furnished, so the course of study and the details of its development need to be modified accordingly. It is the last part of our system that can be left to itself and then be expected to accomplish satisfactory results.

FINANCES.

The gross amount of receipts from all sources for school purposes is $780,003.09 for the year. Of this amount the State contributed directly, $93,579.95; the several towns and cities by direct taxation, $572,047.48; district taxation, $44,669.11; registry and dog taxes, $25,139.01; the balance being derived from funds and other sources.

The total expenditures for all purposes, including current expenses and permanent investments, is $736,821.71, an increase of $100,279.94 over last year, but a decrease of $27,822.03 from 1875. In teachers' wages for day and evening schools there is an increase over last year of $25,005.33, and in ten years of $72,577.95. In incidental expenses there is an increase for one year of $11,958.05, and for ten years of only $5,257.70. This slight increase in the

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amount of incidental expenses over 1875 is quite a significant fact, and speaks well for the economical use of the public funds on the part of the school officials. The amount invested this year in permanent improvements, which indicates practically the extent of the increase in school facilities, is $164,994.57, an increase of $62,635.83 over last year, but $109,331.84 less than in 1875. An investigation into the several amounts expended for these purposes for the ten years from 1875 to 1884 inclusive, shows the average expenditure each year to have been $140,425.68, or about $25,000 less than that for 1885. As a result of this large expenditure during these ten years the State can point with a just pride in many localities to school buildings that not only afford the best of accommodations to-day to their pupils, but can be relied on as furnishing the same for many years to come. They are well planned for the purposes to which they are set apart; they are well built and furnished, and some of them, even after the test of several years' use, are in as good a condition for service as ever. There is a very marked growth in the disposition of our people to build school-houses that shall commend themselves for their adaptation to the needs of the schools and by the thorough and substantial mode of building. In one respect a decided change for the better may be noticed. Instead of one large building, containing ten, twelve or even more rooms, and thus massing together 500 or 600 children from quite a large extent of territory, it is deemed better to erect two or more smaller houses, though none the less thoroughly equipped. Under this plan the schools are made more convenient of

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access, especially to the smaller children, while the evils growing out of the bringing together of large quantities of children are largely reduced or altogether eliminated.

The expenditure for each pupil enrolled is $11.42, and for each pupil in average attendance, $17.26. While we find that there is an increase of 18 cents in the former case, and 58 cents in the latter, over last year, we shall be surprised to find that there is a *decrease* of 52 cents in the former case, and 78 cents in the latter, from the corresponding figures for 1875. If we examine the facts upon the basis of the actual number of months' instruction we find the same result, the cost for each pupil's instruction per month having fallen from $1.92 in 1875 to 1.80 in 1885. I said we would be surprised at this revelation, because I am quite sure most of our people think that the schools are costing more to-day proportionately than at any other time in their history. And while we simply keep the sum in our mind of the gross amounts expended, but do not also bear in mind the proportionate and often larger gains in the number of pupils, it is not an unlikely result that such impressions should obtain a strong hold. It is therefore with special satisfaction that I call attention to these facts, as a full and sufficient answer to the charge, sometimes made against the present school system, that it is extravagant in its use of the people's money. How far it is really to be regarded as a meritorious act that a state has, for ten years, not only not increased its per capita expenditure for public schools, but has even reduced it some three to five per cent., in these days of increased demand for a broader and a more thorough edu-

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cation, is another question, and one that the true economist as well as the philanthropist may well study. "There is that withholdeth more than is meet, but it tendeth to poverty."

FREE PUBLIC LIBRARIES.

For the first time since the present system of extending aid to the free public libraries was inaugurated, we have been able to collect full statistics from all of the libraries upon a uniform basis. It is therefore with peculiar pleasure that your attention is called to these statistics as they will be found tabulated in Tables XVIII. and XIX. in the Appendix, not only on account of the fact that we have at last brought the libraries all into line, so that their work may be compared and investigated intelligently, but also on account of the very satisfactory showing which, it seems to me, is made thereby.

The whole number of libraries aided by the State is 33, situated in twenty-four different cities and towns of the State. Of these five are owned by the towns and controlled by the people, the same as any part of the town property. The remainder are the property of private corporations, so far as the control is concerned, but as free of access to the public for the taking out of books and consultations as those owned by the towns.

The total number of volumes in these libraries is 113,101, the circulation for which was 300,477, or nearly three times the whole number. If we take out of the whole number of volumes, the reference books, which are never allowed to leave the library, the ratio of circulation to the number to

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be circulated would probably be full as high as three. This circulation was divided among 54,911 different patrons, giving an average of nearly six books to each person.

To obtain some adequate conception of the extent of the work done by these libraries, we must realize that the number of patrons is greater by several thousands than the whole number of pupils enrolled in all the schools of the State; that it is more than one sixth of the entire population of the State; that almost 1,000 volumes are given out each week day throughout the year. From facts like these we can easily see what a factor in the education of the people the public library has come to be, and what possibilities still lie undeveloped before it.

If we examine into the character of the books circulated, we shall find much to encourage and cheer. Of the whole circulation just about half, or 50 per cent., is of works of "fiction;" or if we include "juveniles," which class is largely made up of stories, the proportion rises to about 70 per cent. At first glance this seems to be a large percentage of light reading, and to indicate a waste of time and money.

But when we consider that it includes all the works of standard authors like Scott, Thackeray, Dickens, Cooper, George Eliot, George MacDonald, and many others; that a large proportion of the readers are children and youth, and that, as a rule, the lighter and more ephemeral class of stories are not introduced into the libraries, while all of questionable character are excluded, it will be seen that this apparently large amount of light reading has, in the first place, quite a solid element, and in the second but few

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objectionable features. If, moreover, we should compare these figures with those of libraries in general, where the same class of facts can be gathered, I am confident the comparison will be to the advantage of these free public libraries in Rhode Island. So far as I have been able to learn but few libraries, whether free or limited in the use made of them, that supply a *general* demand for reading, can show a smaller percentage of light reading. But if we leave this phase of the subject and consider the amount of really valuable books that have been read, 15,174 volumes of history, 11,159 volumes of biography, 15,487 volumes of geography and travels, 15,733 volumes of science and art, and nearly 30,000 volumes of poetry, literature and miscellaneous works, or nearly 90,000 volumes in all, of good, solid, instructive literature scattered abroad in the homes of the people all over the State, we may well thank God and take courage. Surely here is the lever with which we may hope to lift some of the burdens which press heavily upon the State; here is the "power behind the throne" that may be safely relied on in the end to wield the sceptre of justice.

The one great lack of these free public libraries to-day, and one that stands more directly in the way of their rapid growth and development as the great educator of the people, second only, if indeed not equal, to the public school, is skilled librarians. What the teacher is to the school, the librarian is to the library. If the teacher make the school, so the librarian makes the library. As a rule the clientage or patrons of a library are as much in need of intelligent guidance and direction in their reading as the pupils

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of a school are in their studying. Indeed the library is but a "higher school" in which studies are pursued as really, or should be, as in the school, only upon a different plan; and that plan naturally can only be discovered by those who have made the subject a special study, who have acquired skill in adjusting the demands of the reader to the supplies of the library. In those few instances where the libraries are favored with such librarians, the work is so preëminently superior to that of the others as to afford convincing proof, if any were needed, of the value of such administration.

It is therefore to be hoped that special pains will be taken to secure for each library just such guidance and direction as has been indicated. It is not to be expected that persons fully prepared to do this work in the best manner can be found at once. The demand has come upon us too suddenly for that; but it is possible to find those who, if retained in the position for any length of time, will grow to its demands and come by degrees to meet all of its requirements. In seeking for a librarian we should look for a natural love of books, a good local memory, power to read human nature, tact, and enthusiasm. When such a person is found let him be assured of a reasonable compensation for his labors, and that it will be largely determined by the degree of skill attained and of real service rendered, and further that he may be assured of holding the position so long as he is efficient, and you can hardly fail in securing the librarian you desire.

If the next ten years shall witness as large a development

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of this work, as the last ten have, our little State will be so thoroughly provided with the means of imparting knowledge that there will be hardly a nook or corner where these influences will not permeate.

Closely allied to the supply of good literature is the suppression of immoral books and papers. One of the most formidable obstacles in the way of interesting the youth of the present day in good reading is the prevalence of a style of literature in the form of books and papers that possess a peculiar fascination for the youthful mind, and when once yielded to, seems to render the attractions of all real and genuine books of no effect. The illustrated weekly story paper is the chief means whereby this disastrous result is wrought, and by means of both words and pictures, the passions are excited, the tastes are depraved, false and pernicious ideas of life are created and the whole mind totally unfitted not only for proper reading, but even for honest living.

Much has been done in certain quarters to put a check upon the issue of this class of books and papers, and several States have already taken action against them. Certainly the same considerations of public policy that lead the State to provide against those influences that militate against the physical welfare of her citizens, should induce her to take up arms against a foe that threatens as really her moral well-being. I certainly hope that the General Assembly will give the subject its due consideration at an early date, and that it may be found both desirable and feasible to enact a suitable statute in relation thereto.

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TEACHERS' INSTITUTES.

Five Institutes have been held during the Fall, at West Greenwich, Oct. 26; Pawtucket, Oct. 29 and 30; Ashaway, Nov. 2; Exeter, Nov. 30; and Coventry Centre, Dec. 7. The Institute at Pawtucket was designed to accommodate all of the towns in the Blackstone Valley, and a full programme of work for two days was laid out and carried through. The attendance of teachers was excellent, both in numbers and in punctuality and regularity. I have never known an Institute where less time was lost than on this occasion. One specially valuable feature of this Institute was the class exercises furnished by Mr. Geo. W. Cole and Misses Mary A. Bosworth, Isabel C. French and Emilie M. Flagg, of the Pawtucket schools. By means of these exercises the teachers were given practical demonstrations of the value of the methods presented by the several teachers, and an element of life and variety was introduced that made the sessions of the Institute both more attractive and more impressive. Dr. Morgan, Principal of the Normal School, and Supt. G. A. Littlefield, of Newport, discussed the several phases of language culture, both from the teacher's point of view and also from that of the pupil's. Prof. Wilson, of the Normal School, took up the topic of Elementary Geography and the use of the Globe, and the subject of Physiology and Hygiene, with special reference to the subjects of Stimulants and Narcotics.

A special lesson on Methods of Teaching Penmanship was given by Mr. A. J. Manchester, of Providence; while the

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Essential Elements of Successful Teaching and Methods of Discipline were discussed by the Commissioner.

On Thursday evening a popular meeting was held in Music Hall, which was addressed by Dr. Morgan, Supt. Littlefield and Rev. Alexander McGregor of Pawtucket, on various phases of educational work. Though the weather was exceedingly unpropitious, a very good number of the citizens manifested their interest by their presence. A pleasing feature of the evening was an abundance of excellent music furnished by the pupils of the Pawtucket High School. On Friday evening Prof. C. T. Winchester, of Wesleyan University, Middletown, Ct., gave his admirable historical lecture on "An Old Castle."

Special recognition should be made, in this connection, of the very hearty reception given to the Institute by the School Committee of Pawtucket and their efficient Superintendent, Mr. A. F. Pease. Every facility was afforded for making the meeting a success, and no efforts were spared that would contribute either to the comfort or the welfare of those in attendance. Considered both in respect to the technical work done, and also with reference to the general influence of the meetings, this Institute was unquestionably one of the best ever held in the State.

The other Institutes were designed in each case to reach only the teachers of the respective towns where they were held, save in one or two cases where circumstances made it advisable to extend the limits a little. In each case a special notice and invitation was sent to each trustee and member of the school committee to attend and also to secure the at-

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tendance of the teachers. The response in each case was very satisfactory and the local interest awakened was such as to lead me to believe that the more closely the work of the schools can be brought to the notice of the people, the more rapidly will the schools be advanced. At each of these meetings there was a sense of local responsibility developed that is the augury of good things yet to come.

The line of work pursued in each meeting was much the same. The topics of Language and First Steps in Numbers were presented by Dr. Morgan; those of Geography and Physiology, etc., by Prof. Wilson; while those of Reading and Percentage with its Applications, were given by myself. These six subjects made up a full day's work, both for the speakers and also for the teachers, but all agreed that they were profitable days.

In the evening at each place a general meeting of the people was secured and addresses were given by Dr. Morgan, Prof. Wilson and the Commissioner, interspersed with Readings by Mr. L. W. Russell, of Providence.

I am quite confident that the schools of the rural sections of the State can be helped more by these small meetings than in any other way. The distances are so great and the means of conveyance are so difficult to be had, that it is almost impossible to secure anything like a full attendance of all the teachers of *several* towns at any one place; but with a little effort those of a single town can be brought together. It will therefore be my purpose in the coming year to continue these meetings as fully as my time and the means at my disposal will permit.

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APPARATUS.

The work of equipping the schools with a proper supply of apparatus of various kinds goes on steadily. In several towns an annual appropriation is made for this purpose; not large at all, but yet enough, taken together with the State aid to enable every school to add yearly to its working capital. Each year also witnesses the awakening of certain districts to the needs of their schools in this direction, which results in quite a transformation of the once barren and forbidding aspect of the old school-house.

The following summary of the articles purchased during the past year will give some idea of the improved facilities with which the schools are now being provided:

Dictionaries	55
Biographical Dictionaries and Gazetteers	24
Charts, (Reading, Music and Topical)	42
Cyclopedias, (sets)	2
Young Folks' Cyclopedias	23
Globes	18
Maps, (sets)	3
Maps, U. S	7
" R. I	10
Miscellaneous Maps	39
Numeral Frames	19
Sets of Cube Blocks	2
Forms and Solids	13
Supplementary Reading	2084 vols.
Books of Reference	291 vols.

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Chemical Apparatus, Skeleton, Metric Apparatus, Electrical Machine and Microscopes.

Primary Work,—Sliced Objects, Birds and Animals, Dissected Maps, Toy Money, Blocks, In-Door Sports, Splints, Yard Sticks, Geographical, Historical, Instruction, Kindergarten and Drawing Cards, and Puzzles.

The one particular in which this work has developed the most has been in the supply of supplementary reading. There is a growing feeling among our school officers and teachers, that in order to make good readers of their pupils, they must have a wider range of material than is afforded by a single series of readers. In many of the schools the foundations for permanent libraries have been laid. Interesting and valuable works of history, biography, travel and science, and in literature have been secured, which are not only valuable for reference in connection with the regular class work of the school, but can also be made of great value and importance in creating and training proper tastes and habits in reading among the pupils. Moreover, the introduction of these new lines of thought and action into the school life, without specifically adding to the studies or increasing the burdens of the school-room, does broaden the scope of its work and enrich its atmosphere with influences that produce stronger and better scholarship.

TOWN APPROPRIATIONS FOR SCHOOLS.

By reference to Table XVI. in the Appendix we may notice the response made by the several towns to the in-

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creased appropriations of the State, which became available May 1, 1885. The manner in which this increase was received is very gratifying, as it has shown that the local community, as a rule, is ready to more than supplement any aid which may be rendered by the State. Of course it is too soon to discern many results that may justly be attributed to this increase of funds for the support of the schools, but one has been made quite clear: that the smaller schools in the rural sections can now compete, with some hopes of success, for the services of the better class of teachers.

TOWN SYSTEM.

One town, North Providence, has taken action under the permissive law passed by the General Assembly in 1884, and adopted the "town system." In several others the question has been discussed with more or less fullness, and in two or three cases the question has been voted upon, but failed to receive a majority. This is to be expected in a community naturally as conservative as that of Rhode Island.

A change, so radical in some respects as this is, cannot be brought about in a day. But the friends of the reform need not be discouraged, for it is one of those questions that needs but to be examined into and considered, to commend itself more and more to the candid and judicious mind.

As evidence of the growth of public sentiment in reference to this question your attention is called to the full and extended treatment which it receives this year in the various school reports of the different towns. Full extracts may be found in the Appendix, and they will repay careful reading.

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It is also worthy of note that since my last report was written the State of New Hampshire has by her legislature abolished the district system within her borders; having become convinced that it was the great obstacle to the improvement of her rural schools in particular. The State Teachers' Association of Vermont at a recent meeting voted that in their judgment the district system must go before any general improvement of the schools in that State could be expected; and a committee, including among its members the Governor of the State and the State Superintendent of Education, was appointed to memorialize the legislature in reference to the matter. The recent report of the State Board of Education of Connecticut finds the difficulties in the way of improving the great body of the common schools of that State to centre in and around the district system. It is a question how much longer we should wait before taking a step that cannot fail to advance our school interests to a higher plane of service and value.

HIGH SCHOOLS.

Within the past two or three years there has been quite a marked development of the High School in our State. In the towns where such schools existed there has been such a wise and careful adjustment of the work of the schools to the demands of the times as to secure a more hearty appreciation by the people and a correspondingly larger support in the form of both pupils and facilities. Never have these schools contained so large a proportion of the whole number of pupils as during the past year, and never, so far as my

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own observation goes, have they been doing a more practical work in fitting our boys and girls for the actual duties of life.

But in addition to this increased vigor in the schools already existing, there is a rapidly growing sentiment in many of the towns in favor of the establishment of high schools. Those who are charged with the care and supervision of the schools are beginning to see that the high school is essential to the best development and activity of the schools of the lower grades. While parents are coming to realize that the high school is needed to give to their children the preparation for the work of life that the times demand; and that without such preparations they must ever be at a disadvantage. In one or two towns this feeling has already taken shape and a high school has been started; in others the subject is under discussion; while in obedience to the inevitable law of growth, the schools are constantly raising their standard, the upper grade thus coming nearer and nearer to the actual high school.

This movement is a healthy one, and is to be taken as a sure sign of the vigorous condition of the system. I think it is of special significance at the present time, because it promises to raise up, in the various communities where these schools are, a larger number of trained and well-disciplined minds from all classes and ranks of life than could otherwise be expected; and because it is upon the thought and action of that class of persons that we must rely, in the main, for the defence and maintenance of the State and her institutions.

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NORMAL SCHOOL.

It is a pleasure to note the continued prosperity of the Normal School, and the increasing influence it is exerting upon the schools of the State. Each year finds a larger proportion of Normal teachers in our schools, and while, as is to be expected, we find one occasionally who does not succeed, the testimony as to their general success is quite remarkable. In some towns so strong is the feeling that it is with difficulty that any other than a Normal graduate can secure a position.

I have been glad to notice the past year in the school more of a tendency in the teaching to give the pupils working power and force, to train them to think and act for themselves, to make them masters of themselves, and so of their situations. The weak point in the new teacher, almost invariably, is the lack of nerve and decision at the critical moment, when delays are dangerous, and a blunder is almost worse than a crime. To those who pass the ordeal, success is generally assured, but for those who fail, there is but little hope. If, therefore, the Normal School can do anything to develop those needed elements of power and control it will add immeasurably to the value of the teachers it shall graduate.

The same high standard of scholarship and effort which has ever characterized the school is maintained, and both the faculty and the pupils are zealous in coöperating for the welfare of the institution.

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CONCLUSION.

In concluding this review of the year's work the predominant feeling in my own mind is that of strong hopefulness for the immediate advance and development of our educational affairs. The large numbers of our citizens who gather at all meetings when matters connected with education are to be discussed, such as Institutes, dedications of new school-houses, public exercises of the schools and the like, evince a deep interest on the part of the public in the schools and in all that concerns their welfare.

Then, too, the liberal appropriations that are made year after year, both for the erection and equipment of new buildings, and also for the current expenses of the schools, show that with their faith in the schools as they are at present organized and conducted, they believe that they are capable of still further improvement, and that they are entitled to all needed facilities therefor.

Another source of encouragement is to be found in the growing zeal and enthusiasm of the teachers. The professional spirit among our teachers was never so pervasive and strong as it is to-day. More teachers are to-day reading and studying along the line of their work than ever before. One evidence of this fact is to be found in the organization during the past year of a Teachers' Reading Circle, which is designed to supply for its members certain courses of reading, more or less closely connected with their daily work. Quite a large number of the teachers have become connected with this organization, and are thus brought under

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regular and systematic courses of study which cannot but react most favorably upon the school-rooms.

The increasing attendance of pupils during the past two years is another most hopeful indication. It certainly shows that a *little* effort even is capable of accomplishing great results, and it can hardly be believed that in the light of these facts the people will permit the matter to rest where it now is. On the other hand there is every reason to think that they will demand that more positive measures be adopted and that a more definite purpose be manifested on the part of reluctant officials to see to it that *all* children have their chance in the schools.

But with these "signs of promise" and reasons for congratulation, there are certain deficiencies and weaknesses that demand immediate attention. Perhaps the most important, as concerned with the education of the greatest number, is the settlement of the question, how shall the schools of the large towns and cities provide for their pupils that education which Bacon most truly has characterized as "the cultivation of a legitimate familiarity between the mind and things," and which was the one feature that gave to the old-fashioned district school that practical value which constituted its chief merit. This is a problem for the solution of which we need both the knowledge, experience and skill of the professional educator, and the wisdom, knowledge and capital of the practical man of affairs. It is a complex question and one that requires much experimenting and adjusting before a satisfactory settlement of it can be obtained. Something has been done towards a determination

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of this matter in several of the cities of the Union, either by the munificence of individuals or through the coöperation of several persons, who, through their business relations or from a general interest in the cause, have become aroused to the necessity of action. Until more definite results have been obtained and more positive conclusions can be formulated, it is hardly to be expected that the public will enter upon new plans and methods that will inevitably involve more or less additional expense.

In some sections of our State there is a general demand for some better plan of examining and certificating the teachers for the various schools. As at present conducted, the examinations vary from absolutely nothing up to, in some cases, a very thorough and rigid questioning in the whole range of ordinary English branches, together with some of the higher studies. There is no standard, no uniformity, no satisfactory result. Teachers, trustees and school committees are alike dissatisfied. I am quite sure that all interested are convinced that there must be a better way, one that shall protect the interests of both the school and the teacher.

Lastly, there is need of a more thorough comprehension, on the part of the people, of the true scope and importance of the work of the primary teacher. It needs to be lifted up from the low plane of a task that any one can perform, to that of the highest professional skill. It calls for the very best talent and the very best opportunities. In this grade, more than in the higher ones, are to be implanted in the child's mind those fundamental principles of morality which

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in later years, if properly nourished, will blossom in deeds of honor, justice and truthfulness. Here, too, the budding powers of the child's mind receive in many cases their first direction and impressions, and permanent results for good or ill are produced.

In view of these considerations, which must appeal to every one who shall give the subject proper thought, it is to be hoped that, in the selection of persons to fill these *strategic* positions, as they may be fitly called, the question of special qualifications and fitness will be regarded as paramount to all others; that the number of pupils to be assigned to a single teacher shall in no case be so large as to preclude the teacher from having that personal knowledge of each one, which is the absolute requisite to complete success; and finally that in determining the compensation, the principles of merit and success, shall govern rather an arbitrary system of grades. When our primary schools are all maintained upon such a basis as this we shall have laid a foundation both broad and deep, and one upon which we may erect without danger whatever super-structure we may find to be desirable.

THOMAS B. STOCKWELL.

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APPENDIX.

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SCHOOL OFFICERS AND TEACHERS IN PUBLIC SCHOOLS.

1884-85.

BARRINGTON.

COMMITTEE.

Ira A. Kent, Chairman.
Geo. L. Smith, Clerk.
Frederick P. Church, Superintendent.

TEACHERS.

Joel M. Eno,
Benj. F. Thurston,
Prins. of High School.
Mary A. Cornell,
Josephine C. Flagg,
Emma Frye,
Joanna E. Godfrey,
Harriet R. Hopkins,
Weltha A. Stevens.

BRISTOL.

COMMITTEE.

Isaac F. Williams, *Chairman.*
John P. Reynolds, Supt. and Clerk.
Geo. U. Arnold,
Edward S. Babbitt,
Rev. Edward F. Carrigan,
Chandler H. Coggeshall,
James M. Gifford,
Jerome B. Greene, M. D.,
John Lake,
John H. Manchester,
Ezra Mason,
Wm. J. Miller,
Otis Munro,
Stephen F. Peckham,
Parmenas Skinner, Jr.

TEACHERS.

Frank M. Bronson, Prin. of High School.
Jacob Kettner,
Reuben F. Randall,
Henry C. Sayles,
William Valentine,
Anna B. Manchester,
Annie J. Adams,
Ella C. Blakeslee,
Gertrude E. Church,
Harriet A. Coggeshall,
Harriet L. Coggeshall,
Harriet M. Fales,
Mary B. Fitts,
Eliza H. Fitch,
Mary R. Gorham,
Harriet B. Luther,
Martha E. Mason,
Maria T. Moody,
C. Ada Munro,
Elizabeth H. Pitman,
Mary A. Pitman,
Annie Scanlon,
Geraldine O. Simmons,
Sarah R. Slade,
Anna R. Thompson,
Cassie M. Thurston,
Annie P. Waldron,
Ina P. Warren.

NOTE.—Where the Superintendent is not a member of the Committee a * precedes the name. A † precedes the names of Teachers in both Day and Evening Schools. Names of School Officers not reported last year are in italics, and a change in the official position of a member of the Committee is indicated by italicizing the title. Names of Teachers, except High School Teachers, are arranged alphabetically by sexes, and changes from report of last year are also in italics.

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BURRILLVILLE.

COMMITTEE.

Philip O. Hawkins, Chairman. | Sumner Mowry, *Clerk.* | Caroline F. Peirce, *Superintendent.*

TEACHERS.

Henry E. Cooke,
T. Fenner Irons,
M. Elizabeth Babcock,
Lillia M. Bailey,
Annie J. Baker,
Olive L. Blackmar,
Lottie A. Bragg,
Mary E. Brewer,
Jennie M. Briggs,
Jennie E. Buxton,
Ida M. Clemence,
Cora J. Esten,
Martha M. Jones,
Sarah M. Lester,
Margarita E. Lynch,
Ada F. Lovejoy,
Annie S. Parker,
Lottie R. Remington,
Harriet H. Richardson,
Maria L. Ross,
Emma J. Sherman,
Emma F. Spring,
Nora E. Taft,
Ella M. Thayer,
Ellen M. Verry,
Ellen M. Walling,
Harriet E. Whipple,
Leona M. Wood.

CHARLESTOWN.

COMMITTEE.

S. B. Hoxsie, Jr., Chairman. | George C. Cross, Clerk. | William F. Tucker, Superintendent.

TEACHERS.

Jesse P. Clarke,
Emma A. Browning,
Eunice F. Browning,
Genie S. Church,
Mary E. Church,
Mary A. Eldred,
Dora Hoxsie,
Mary A. Hoxsie,
Sarah Hoxsie,
Elizabeth H. Murphy,
M. Anna Shove,
Susan E. Witter.

COVENTRY.

COMMITTEE.

John F. Austin, Chairman. | Stephen W. Griffin, Clerk. | Joseph Tillinghast, Superintendent.

TEACHERS.

John Q. Adams,
Alfred B. Arnold,
Caleb G. Bates,
Job S. Carpenter,
Howard S. Davis,
Edson P. Howard,
James H. Johnson,
Nathan A. Stewart,
Charles H. Walker,
Albert A. Whaley,
Cynthia M. Andrew,
Mary E. B. Andrews,
Mina G. Andrews,
Sarah A. Ashworth,
S. Augusta Bailey,
Sarah A. Brown,
Lillie M. Cole,
Jennie Davis,
Emma J. Dawley,
Emma G. Fairbank,
Ella F. Griffin,
Hannah A. Hall,
Bessie A. Hopkins,
Fanny E. Hopkins,
Minnie E. Love,
Harriet A. Peck,
Sophie P. Snow,
Alida M. Sweet,
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William A. Stedman,
Henry E. Turner, Jr.,
Rev. M. Van Horne,
John G. Weaver, Jr.

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Sarah C. Weaver.

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Rebecca K. Bosworth,
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Anna E. Brice,
Mary B. Burdick,
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Florence T. Carr,
Emily B. Chace,
Ednah C. Chase,
Flora M. Clarke,
Annie Cottrell,
Adelaide B. Downing,
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Harriet S. Fales,
Sarah E. Fales,
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Cynthia M. Friend,
Rachel M. Friend,
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Elizabeth O. Kiernan,
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Martha A. Smith,
Elizabeth R. Sterne,
Mary L. Thurston,
Mary S. Tilley,
Helen M. Ward,
Mary E. Wood,
Jacob L. Frank, Teacher of Music.
Loresta E. French, Teacher of Drawing.

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Clara A. Atkinson,
Mary E. Carroll,
Harriet S. Downing,
Anna S. Easton,
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Florence S. Allin,	*S. Anna Gould*,	*Lula A. Reynolds*,
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Walter H. Tabor.

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Sarah L. Keenan,
Isabel H. Kelley,
Elizabeth A. Lawson,
Mary D. Livesey,
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Emma T. Tower,
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Harriet E. Whipple,
Charlotte S. Wiley,
Harriet C. Wilson,
Albert C. White, Teacher of Music.

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George J. Bloomfield,
Charles W. Boardman,
Francis Conlon,
Fred. W. Davis,
Frank O. Draper,
Clifton A. Hall,
Charles R. Makepeace,
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Joseph Mullen,
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Ellen M. Jencks,
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TEACHERS.

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Alexander Bevan,	Rebecca E. Chase,	*Harriet L. Hayward,*
William E. Simonds,	Rosamond R. Leavens,	*Helen S. Joy,*
Walter G. Webster,	Ellen Dodge,	*Bessie L. Merriam,*
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George F. Weston,
Frederick W. Wing,
Juliet A. Allen,
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Laura E. Almy,
Juliana T. Armington,
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Arabel E. Barber,
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Abby B. Battey,
Mary E. Bicknell,
Nellie Branch,
Eleanor H. Burroughs,
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Anna B. Clapp,
Anna E. Cobb,
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Geneva A. Cooley,
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Ellen F. Crocker,
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Charlotte C. Ingraham,
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Eudora E. Joslin,
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M. Emma Worcester,
Caroline E. Work.

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Emma F. Armington,
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Mary E. Arnold,
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Etta G. Bailey,
Annie F. Bartlett,
Clara E. Battey,
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Bessie M. Blinkhorn,
Florence E. Bowen,
Hannah S. Bowen,
Mary C. W. Bowen,
Ella C. Bradley,
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S. Carrie Brown,
Sarah W. Browning,
Maria F. Buckley,
Amy S. Bucklin,
Jane F. Bucklin,
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Clara F. Capron,
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Jennie F. Work,

Benjamin W. Hood,
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Dora E. Curtis,
Sarah N. Farmer,
Mary J. Muir,
Asst. Teachers of Music.

Jean E. Guilbert,
Teacher of French.

Mary E. Carey,
Mary E. Engley,
Teachers of Sewing.

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Peace C. Gray,
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Patience Cole,
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Patience L. Fish,
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C. Howard Scholefield,
George R. Smith,

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EXTRACTS FROM SCHOOL REPORTS.

APPARATUS.

BURRILLVILLE.—*Need of More Apparatus.*—Some of our schools have availed themselves of the benefit of the "State Appropriation," and are therefore well supplied with school apparatus, while a few others are entirely destitute. Some have not even a globe, the teacher using the bell and chalk to illustrate the lessons in geography. A small appropriation, judiciously expended, would secure much better instruction in these schools.—C. F. PEIRCE, *Superintendent.*

CRANSTON.—*A Positive Aid.*—During the year the usual amount of school apparatus has been purchased in all of the districts. The benefits derived from these additions are inestimable. The action of the General Assembly, which afforded the assistance necessary to enable the schools to obtain the books, globes, maps, blocks, etc., was of direct and positive aid, and will be appreciated more and more from year to year.—J. A. LATHAM, *Superintendent.*

HOPKINTON.—*School Libraries.*—The appropriations for school apparatus have been used in the purchase of dictionaries, maps, charts, historical works, books on natural philosophy, "Peale's Popular Educator," "Lippincott's Gazetteer," ("Our Bodies, or How We Live,") dissected maps, animals and birds, works on biography, microscopes, etc. The most of our districts have quite a start for a school library.—*Committee.*

The books of reference and apparatus show a fair amount of usage, and in some schools their use seems indispensable. The unabridged dictionary bound in one volume is too heavy for those who consult it. I find that when bound in three volumes they are much more convenient and are not so soon broken from the binding.—P. M. BARBER, 2d, *Superintendent.*

PAWTUCKET.—*Gazetteers and Dictionaries.*—Four of the grammar schools have been supplied, under the State law, with gazetteers during the past year, thus enabling each school to have the use of this important work of reference.

The grammar and primary schools have been quite well supplied with aids for their work, while comparatively little has been done for the intermediate grade. Several rooms in which geography is taught, are destitute of map or globe. Others are *very* poorly supplied. These facts indicate where a considerable portion of the money received from the State for apparatus, could be advantageously expended during the current year. Several unabridged dictionaries have been

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supplied to schools which were without any dictionary. In this grade children may be taught to use the dictionary with advantage. Some teachers are accustomed to assign words for the pupils to examine in the dictionary. At times a pupil is sent to investigate a new word which occurs during the recitation, and is requested to report the result to the class. The fact that he has been able to impart information to others, serves as a stimulus to incite him to new researches.

Primary Aids.—Within a few months Monroe's reading charts have been supplied to the primary and ungraded schools, and means of occupation for the little ones have been furnished so as to obviate the necessity of keeping them unemployed in the intervals between their recitations. They now have in addition to their reading book, their slate with dots at regular intervals for drawing, their work in writing on the slate, boxes of letters, figures, arithmetical signs, and marks of punctuation for construction of words, sentences, and arithmetical examples, and boxes of shoe-pegs for use in counting, making forms from their drawing cards and drawing books, and arranging examples in numbers.—A. F. PEASE, *Superintendent.*

RICHMOND.—*Annual Appropriation.*—At the last June town meeting $15 was appropriated for the purpose of making an addition to the school apparatus or books, then in the schools. The town was then entitled to the same amount from the State.

I hope that the town each year will make at least a small appropriation for this purpose. It will be in a good cause and will pay a good interest.—C. J. GREENE, *Superintendent.*

SOUTH KINGSTOWN.—*Town Appropriation.*—At the last April town meeting the town appropriated $150 for school apparatus to be expended under the direction of the School Committee. An equal amount was allowed from the State.—*Committee.*

WARREN.—*Apparatus, a Profitable Investment.*—The committee, taking advantage of the wise provisions of the State for apparatus and books, have, for a number of years, expended the sum appropriated by law in the purchase of much needed apparatus for the different schools. It has been the aim of the committee to make the school-rooms attractive, and, although what has been done in that direction has been accomplished by a considerable outlay of money, the compensation is found in the greater interest, and consequently more rapid advancement of the pupils.—*Committee.*

APPROPRIATIONS AND EXPENDITURES.

CUMBERLAND.—*Incidentals.*—The committee felt that some definite action ought to be taken in regard to the matter of incidental and contingent expenses, as bills were occasionally presented to them under that head for approval, which clearly ought to have been paid out of the district treasury. It was therefore voted that printed circulars be distributed to the several teachers and trustees. In these circulars were set down the amounts appropriated for teachers' wages in

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the several districts and also the statement that the committee would only allow the following items under the head of "Incidentals," viz.: *brooms, crayons, dippers, dust-pans and brushes, erasers, ink, pails, wood and coal.* They further voted specific amounts per week to each district, for sweeping school-rooms and taking care of fires. In enacting the above measures, the committee, while wishing to relieve the trustees of the trouble and annoyance of calling frequent district meetings, to raise special taxes for the procuring of articles that are in daily use in the school-room, felt at the same time that the line must be drawn somewhere, and that it was only right and proper, while the present system of school management lasted, that all the expenses incurred for making repairs on or about the school building should be defrayed by the districts.

Length of Rural Schools.—If the rural schools are small, that is no reason why they should not have as many weeks of tuition as the schools in our villages. Those dwelling in our farming communities pay their full proportional share of the taxes, and bear their full weight of the public burdens, and hence they should be equal sharers in the benefits that come from our free schools. Accordingly, the committee have apportioned somewhat larger amounts to those districts than in former years.—R. MURRAY, JR., *Superintendent.*

ATTENDANCE, ABSENTEEISM, TRUANCY AND COMPULSORY EDUCATION.

BARRINGTON.—*Mental and Moral Starvation.*—The number of children who have not availed themselves of school privileges during the year is quite large, This is a vital topic, one that needs careful thought and wise action. I am not aware of any action on the part of our town council in regard to the law during the year. If, as has been intimated, the law is one that cannot be enforced, then there is no help for the trouble. If, however, it needs to be tested, it perhaps ought to have been done ere this. Mental and moral starvation doubtless exist in our midst among children who ought to be in our schools. It is late in the day to speak of this subject, but if we ought to take action, prompt, decisive action *now* is better than continued inaction until the children are too old to come under the law.—F. P. CHURCH, *Superintendent.*

BRISTOL. — *Lack of Accommodations Prevents Enforcement of Truant Law.*—As has always been the case, there are a good many children who do not attend school at all. The truant law, however, cannot be enforced on account of there not being accommodation for them all. To try to carry out the law and to do it partially, would of necessity work evil.—J. P. REYNOLDS, *Superintendent.*

CHARLESTOWN.—*Thorough Compliance with the Law.*—Those manufactories employing children residents of this town have been visited, yet no children of school age were found in any mill who had not complied with the statute. This result is largely due to the hearty manner in which the manufacturers endeavor to sustain the law. Each school in the town has been visited, and the teachers

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were requested to report all cases of truancy which came under their notice. Five children of school age were found in the town who had not attended school the required length of time; one of whom, a boy ten years of age, had never attended school at all, and did not know the alphabet.

In but one case has it been necessary to resort to harsh measures. In this, by the consent and advice of the school committee, a parent was arrested, brought before the court, found guilty, and fined for refusing to send his child to school the length of time required by statute. His was the only instance of willful neglect or resistance on the part of parent or guardian in permitting the children in their care to attend school the required time. As the people better understand the intentions of the law, I believe that all will be in sympathy with its requirements and favor its continuance.—G. H. BEEBE, *Truant Officer.*

CRANSTON.—*Evils of Irregular Attendance.*—A discouraging feature in school affairs is the lack of regularity in attendance. Altogether too many of our pupils are noted for this failing. Instances are not uncommon where the pupil is absent from school for two or three consecutive days. This practice is not only discouraging to the teachers, but is of incalculable injury to the school, and a sad mistake and positive loss to the scholar. By such a practice, the daily progress of the pupil is lamentably retarded; the loss of many lessons puts him behind his class, until he becomes a weight, carried with difficulty. The teacher is required to repeat much that has been taught the other members, and consequently much valuable time is devoted to him which would otherwise be given to the whole class. Frequently the course necessarily pursued with one so irregular is denominated "cramming," which policy is always to be lamented.

Parental Responsibility.—At times we have thought that a large proportion of the blame resulting from such a course, might with propriety be attributed to the parents. We do not forget that there are children so constituted that a strict discipline concerning them would be actually injurious to health. Of such we do not speak. But how many children there are in our town who absent themselves from school because of their own inclinations, whose parents, giving little thought to their future welfare, or to the harm which may follow from allowing children to choose for themselves at so early an age, permit them in school matters to decide momentous questions for themselves. When such a course is allowed, how frequently it is the case that the lad soon feels thoroughly competent to decide all questions pertaining to his welfare, until in his estimation he has become too old to attend school; and choosing companions of like inclinations, it is not long before he peremptorily informs his parents that he intends to leave school and go to work. If now he is allowed to decide a matter of so great importance, the probability is that in after years, when too late to remedy the evil, he will keenly regret this decision of earlier life, lament the lack of firmness displayed by his parents, and forever feel the absence of that thorough preparation which he might have obtained by a complete course of study during school days,—which advantage would certainly have been his, if his parents, possessing more definite plans, had used wise discretionary measures from the very beginning.—J. A. LATHAM, *Superintendent.*

CUMBERLAND.—*Thorough Enforcement of Truant Law Demanded.*—We are able to report some progress in abating the evils of truancy. Of course, this

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truant law is not going to execute itself, and it may require the enactment of still more stringent measures by our legislature before it can be fully enforced. Our manufacturers, as a class, seek to live up to the law, and aim to give all the children in their employ an opportunity to attend school twelve weeks in the year. They feel, however, that they have just reasons to complain that in many other places in the State little or no regard is paid to this law. The remark is sometimes made to me by persons employing children in our mills, that when they say to the parents, "You must send your children out for twelve weeks' schooling," they are greeted with a look of amazement, and are told that they never knew of the existence of such a law, their former employers evidently having quite ignored it. As a result, there is a likelihood of his losing that family; the avaricious parents being eager to betake themselves to those favored regions in the State where their children can work the twelve months through without let or hindrance. Clearly this works a gross injustice to the conscientious citizen who employs child labor, and unless some measures are taken to remedy it, and to put all employers on the same level in this matter, the law will soon fall into contempt and become a dead letter on the statute book.

An Uneducated Child a Nuisance.—Undoubtedly many of the parents are to blame here, and strange it is that they appreciate so little a system of public instruction, which is intended to reach every description of our citizens, from the richest to the poorest. Well would it be for such parents and for their children, if they would take to heart and profit by the declaration of a distinguished jurist, "That the parent who sends his son into the world uneducated, defrauds the community of a useful citizen and bequeaths to it a nuisance."—R. MURRAY, JR., *Superintendent.*

EAST GREENWICH.—*Success of the Truant Law.*—The truant law works well, and thus far shows wisdom on the part of the legislature that enacted its provisions.—S. W. K. ALLEN, *Superintendent.*

HOPKINTON.—*Work under the Truant Law.*—The truant officer has investigated thirty-three cases of absenteeism, has notified thirteen parents to send their children to school, and has visited nine manufacturing establishments. He has received reports of seventeen children absent from school under suspicion, has warned eleven, and has found one employed contrary to law.

The act relating to truancy, lately passed by our legislature, is of great importance. It will in future receive more attention from the school committee and the truant officer, as it is more generally understood. Parents, guardians, manufacturers and employers will do well to heed its requirements. They were enacted for the best good of the rising generation. Lend a hand and help a good cause.—*Committee.*

Relation of Attendance to Scholarship.—The superintendent has used his influence by referring to the appearance of the registers, and comparing their appearance in different schools, to show the relation of perfect attendance to good recitations, and that non-attendance, poor reviews and low standing in examination, are sure to be found together.

Five years ago I could hardly understand why some of the schools in town were so far in advance of others, but now I only wonder that no greater difference is found. In the vicinity of some of the cotton mills, there are from thirty-

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two to thirty-six weeks of school; if a boy attends school twelve weeks, he leaves the school for the balance of the year and a new one comes into the school; in this way the pupils are new ones each term. This accounts for one class who are below the average of schools. Another class can be accounted for from another cause;—the trustee thinks it best to engage but for one term at a time, and the teacher finds a vacancy elsewhere and engages; as a necessity, a new teacher is hired, and perhaps *another* before the year closes. It is generally admitted that a change of teacher means a loss of time, in which little advancement is made. I have found that in other localities, when the schools are in session the children attend, and when it is supposed there is nothing to be gained from a change of teachers, no change is made. As a rule, the schools are the most advanced where school privileges are appreciated, where the register has the names of the same pupils each term, and where a good teacher once engaged is retained for a term of years.—P. M. BARBER, 2d, *Superintendent.*

JOHNSTON.—*The Truant Law Enforced.*—The truant law has been enforced as far as it could be in our town. Some little imperfections in the law have, however, greatly impeded us in our efforts. A large number of cases of truancy have been investigated by the truant officer, and the children have been brought into the schools. Not, however, until Providence is forced to conform to the law, can our town fully carry out its provisions.

The attention of parents and employers is called to the fact that the school committee will see that the provisions of the "Truant Act" are carried out during the year to come, and will govern themselves accordingly. For the convenience of teachers and others interested, the town has been divided into sections, and all matters pertaining to truancy, non-attendance, and so forth, will be referred to the member of the committee having charge of the special section in which said matter shall arise.—*Committee.*

LINCOLN.—*Regular Attendance a Prime Condition of Success.*—A prime condition of success in every school is that all the pupils attend punctually and constantly. Tardiness and absence hinder the progress of scholars who are allowed to be irregular, and are hurtful to the entire school. Teachers are also burdened with extra work to keep absentees from falling behind their classes. Our schools probably do not suffer any more than other schools in this matter. But we are convinced that better results than any yet attained might be secured by an improvement in attendance. This is something which calls for the special attention of parents. Their coöperation is earnestly desired in this direction. The parent must aid the teacher in lessening the evil of which we speak. Indeed, there must be a hearty and persevering effort on the part of all who have anything to do with the schools, to use every means for increasing their effectiveness.

The Truant Law Doing Good.—This town was one of the first to comply with the new statute concerning truancy. The evil which the law aims to remove still needs attention. The truant officers report as follows:

L. Watson, of Central Falls, says: "The general feeling of respect for the school law, on the part of manufacturers, continues. Parents and others also appear to understand something of the purposes and value of the law, and have shown respect accordingly. But this is not the fact as to every one. Cases of truancy are frequent, and are often very perplexing in their character, requiring

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repeated efforts to insure success. There can be no doubt that the law has done, and is doing, good, by improving school attendance, and bringing other good results which naturally follow. The number of school children who have been employed by the manufacturers appears to be less than last year."

J. H. Jollie, of Saylesville, reports: "I have made a list of all the manufacturing establishments within the district assigned to me, and have visited each of them once each school term, and taken a list of all the school children under fifteen years of age. I have also visited the families and found all the children but two attending school. One of these I persuaded to go to school; the other refused either to attend school or go to work."

J. Dawber, of Lonsdale, reports that he has visited the manufacturing establishments in his district, and that "during the year fifty-three children have been sent out of the mills at Lonsdale to attend school the required twelve weeks. One notice has been served on parents to send their children to school. One case of absenteeism has been investigated. One truant has been returned to school, and one has been warned."

I. Stott, of Manville, reports that "the law has been obeyed. I have had one call from the Grammar school in Manville. From the Second Primary school I have had five complaints, and have been successful in securing all but one, who lived in Cumberland. One complaint from Lime Rock was attended to. I have visited Albion school and find no complaints."

We think that manufacturers are accepting the law in good faith, and mean to do their part in observing it. The law is good and its influence is beneficial. Truant officers are meeting a want which has long existed among us, and we hope that all citizens will support them in their efforts to remove the evils of truancy. There are several private schools in town that have received permission to issue certificates to scholars attending them the required time. Such schools must be approved by the committee.—*Committee.*

MIDDLETOWN.—*Every Child Should Attend Some School.*—From the census, it appears that there were forty-four not in attendance upon any school, of which ten were between the ages of seven and fifteen. If to this number we add the five reported as attending some school less than twelve weeks, we find there are fifteen in the town who do not attend school the number of weeks required. Of this number, ten are reported as receiving private instruction at home. It would seem that there is very little need for the town to appoint a truant officer, but the law requires *every child* between the ages of seven and fifteen years to attend some school at least twelve weeks during the year, and every child between those ages should be obliged to conform to it. In no way can they be compelled to do so, unless the town passes an ordinance to that effect and appoints an officer to see that their instructions are carried out; that at present there is very little for such an officer to do, is no excuse for not appointing him; the need may arise, and if we have done everything in our power to meet it, we shall be prepared to act without delay.

Parents Responsible for Irregular Attendance.—After making allowance for sickness and the fear of contagious disease, which kept some from our schools, we find many that could have come regular if their parents had been disposed to send them. If a child cannot attend school but twelve weeks during the year, let them be consecutive; it will be far better for both teacher and scholar.—J. PECKHAM, *Clerk.*

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NEWPORT.—*Operations Under the Truant Law.*—During the past year an ordinance upon the subject of truancy has been adopted by the city council, and a chapter defining the duties of the truant officer has been added to the Rules of the School Board. The machinery for compelling attendance at school is thus set up in this city to the extent contemplated by the laws of the State. The truant officer stands faithfully by it, and in certain directions accomplishes excellent work. He is at the telephone during the first half-hour of each session, and may be called by any teacher. All suspicious absentees are reported to him, and it is his duty to find and return them to school or report to the teacher within twenty-four hours the result of his investigations. He has been closely occupied with work of this kind in term time, and his services have been very valuable in the way of establishing more frequent communication between the schools and the homes. One truant, whose parents made no objection, has been sentenced to the Sockanosset School, but there are several other pupils equally deserving of such sentence whose parents will oppose it to the utmost. One man, for instance, sends his boys to school occasionally, whenever they see fit to come, but their misconduct is presently so outrageous that the teacher is obliged to suspend them. The father threatens the stoutest resistance to the truant law, and it remains an interesting question what the officer will be able to do in the premises. If such open defiance continues another year, the tendency of it will be to nullify the officer's efforts among all those children for whom chiefly he was appointed, namely, those of ignorant, irresponsible and vicious parents. It is evident that the truant law as it now stands is extremely weak. Perhaps it was wisely framed so at first with the idea that our conservative State would more willingly approve a strict law later on. The time for that strict law has now come, and unless one is enacted the truant officer will become merely a messenger between the teacher and her well-disposed patrons. Such a service on his part, though valuable, would be mainly ineffective in the great work of eradicating illiteracy, for which the compulsory school law was originally established.—G. A. LITTLEFIELD, *Superintendent.*

NEW SHOREHAM.—*Plea for Enforcement of Truant Law.*—Although the irregular attendance has diminished, still there is work for a truant officer, and I would earnestly ask that this town recognize the compulsory law, and see that it is properly carried out. No teacher, however faithful and competent, can successfully carry on a school when the scholars are allowed to be absent days in succession.—H. S. MILLIKEN, *Superintendent.*

NORTH KINGSTOWN.—*Few Truants.*—We have very few truants in the town, and these, I believe, generally find their match in the rapid movements of our energetic truant officer.—W. C. BAKER, *Superintendent.*

PAWTUCKET —*Truancy.*—There are frequent cases of truancy in some of our schools. Scholars run away from school at recess; others make their appearance at the yard in the morning, but do not enter school; and still others are sent by their parents, but do not even approach the school premises. Sometimes there are cases of truancy for several successive half days when the parents suppose that the child is in school, and the teachers think that he is necessarily detained by the parents. Many teachers are prompt to learn the cause of absence of any pupil, but the combined efforts of parents and teachers are often futile to prevent

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this evil. For the last two terms teachers have reported monthly to the Superintendent suspected cases of truancy. Aggravated instances have been promptly reported, but the lack of a truant officer who would have the authority to take action in the case has prevented those prompt and decisive measures which alone can reach the frequent truant. Although the truant law has been on the statute book for nearly a year and a half since it was to become operative, and though its provision for an officer is imperative, yet the only enforcement of the law in our town is secured by the voluntary action of some of our large manufacturers in employing only those holding proper certificates of school attendance, and in the occasional services of the police. The chief of police has kindly offered to render any assistance in his power, and the offer has been thankfully accepted in a number of cases. I believe that to have a law and not endeavor to secure its reasonable enforcement, is to teach the children that law does not mean what it states. I cannot picture to myself the consequences of thus instructing those who are to be the law-makers and possibly the *law-breakers* of the future.

Absence and Dismissals.—Increased diligence on the part of some of the teachers will be productive of improvement in this direction. At the close of the year 1882, the superintendent of schools in the city of Holyoke says: "Constancy and punctuality of attendance depend very largely upon the teacher." Special causes may influence the attendance of a room for a particular term, but generally the above principle will prove true. Certainly the same pupils as they pass from room to room in the same building, can be induced to attend as regularly in one room as in another. One form of absence makes a difficulty in some parts of the town—excusing pupils regularly for one-half an hour or an hour for the purpose of carrying dinners. At a meeting of the teachers held a few months since, about four hundred were reported as regularly excused, besides a very considerable number who were occasionally so excused. One-half the pupils of some schools have been reported as excused in this manner. It is demoralizing to the school and prejudicial to those who are excused.—A. F. PEASE, *Superintendent.*

RICHMOND.—*Truant Officer's Report.*—Number of cases of absenteeism investigated, 4; number of parents notified to send their children to school, 5; number of manufacturing establishments visited, 6; number of children reported absent from school under suspicion, 3; number of truancies determined by investigation, 7; number of truants returned to school, 7; number of children warned, 7.

SMITHFIELD.—*Increased Attendance.*—Under the compulsory law the attendance has increased, as is shown by the additional school demanded in Georgiaville, and much good has been done in preventing truancy. Teachers were required to report all truants to the truant officer and superintendent on the second offence, and the former was authorized to proceed against them to the full extent of the law.—*Committee.*

Truant Officer's Report.—Number of cases of absenteeism investigated, 4; number of parents notified to send their children to school, 5 (families); number of manufacturing establishments visited, 4; number of children found employed contrary to law, Georgiaville, 22; Enfield, 7; Whipple, 3; number of employers notified, 5; number of children reported absent from school under suspicion, 2; one three times; number of children warned, 11.

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SOUTH KINGSTOWN.—*Truant Officer's Report.*—Number of cases of absenteeism investigated, 7; number of parents notified to send their children to school, 6; number of manufacturing establishments visited, 6; number of children found employed contrary to law, 10; number of employers notified, 2; number of children reported absent from school under suspicion, 4; number of truancies determined by investigation, 7; number of truants returned to school, 2; number of children warned, 4.

Work for Truant Officer.—By noticing the difference between the number registered and the average attendance, it will be seen that there is a large amount of work for the truant officer to do in this town, most of which is in the village districts. One great cause for our schools not making more progress is irregularity of attendance. In several districts a large number of scholars are absent a great portion of the time, and they are a class to whom the attention of the truant officer should be especially directed. Large numbers of children can be seen daily on the streets of our villages, growing up in ignorance and idleness, subject to all the evil influences of a wild and reckless life. By a rigid enforcement of the truant law, this great evil can be checked, and in order to effect this a proper compensation must be paid to the truant officer.—E. C. TEFFT, *Superintendent.*

WARWICK.—*Want of Room Prevents Enforcement of Compulsory Law.*—The tendency of legislation is to compulsory education. The intent is that every child of school age shall attend school at least three months during the year. The law prohibits the employment of any child of school age unless he shall have attended school for three months during the year. If reasonably sufficient accommodations are not provided, the end of those laws must fail to be secured, and the failure is with the very class intended to be reached, those most ignorant and least interested for themselves. The houses are more than filled by those who wish to go to school, or whose parents wish them to go. Under these circumstances it is of no use for truant officers to look up truants, for there is no room for them when found.—W. A. BRIGGS, *Superintendent.*

WOONSOCKET.—*Success of the New Law.*—Whereas we have a school population of 106 less than last year, we have a school attendance of 344 more. Last year there were 1097 children of school age who did not attend any school during the year. This year all but 647 were enrolled, being a gain of 450; and, of the number not enrolled, 317 were under seven years of age. In estimating these great gains, it is to be borne in mind that we have not before us the full result of the application of the new law. The school committee did not get the matter well in hand nor have a special officer in the field until the beginning of the fall term. At that time it was not proposed to send all children of school age at once to school, but to divide them into three classes and admit them in order, from time to time, so that our returns do not show how many entered the third term of the year. A very large part of those represented as absentees have ere this been enrolled in the schools. It is confidently expected that next year's report will show the gratifying results anticipated.

Notwithstanding the year has been a severe one for many poor families, and manufacturers have had unusual embarrassments, the committee have been able to arrange with parents so that, it is believed, there has been no case of undue hardship on the part of the former, and the latter have evinced so decisive a

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purpose, on their part, that it has been a foregone conclusion that, embarrassment or no embarrassment, the children must be educated. The question is settled for our community and our commonwealth. The truant and absentee law has not only the same place on the statute book that the law protecting personal property has, but it has the same place in the hearts of our manufacturers and citizens, and the fact stands for progress, and should greatly stimulate the zeal of all who hold the estimate of education held by our fathers and expressed in these words by our great statesman, Webster, "On the diffusion of education among the people rest the preservation and perpetuation of our free institutions."

It is a matter of congratulation for our municipality that, to-day, there are less than a score of children of school age in our mills and employing establishments who are there contrary to the provisions of our statute. Probably in a fortnight there will not be one. It would be a proud eminence for Woonsocket to be leader in all other departments of the work of education in the state. Her influence now is beneficial to the whole commonwealth.

The School Year.—According to the recommendation of the last report, the school year was divided into three terms, one of twelve weeks, one of fourteen weeks and one of thirteen weeks. The new arrangement affords abundant opportunity for the children in the mills to receive the twelve weeks' tuition required by law consecutively and without loss of time by vacations.

To be sure, health is a paramount consideration, but until it is shown that the children may be properly employed in vacations, or that their physical condition is impaired by forty weeks' school attendance, three months will seem to me enough for holidays.—C. J. WHITE, *Superintendent.*

Truant Officer's Report.—My duties commenced with the copying of the school census report of 1884 into a book in directory form, which occupied considerable time. I found it very useful as a book of reference. I visited all the factories, mechanical establishments, stores, etc., during each term, where children of school ages were employed, received a list of all children employed, also a list of children discharged to attend school. I was courteously received, and a desire was manifested by all to comply with the provisions of the law. I next visited the families of those discharged, ascertained the name of school they were sent to, and in most instances found the children at school. I have made an official visitation to the schools each term. I found many instances of families who were unable to send their children to school during portions of the winter months, owing to the want of proper clothing and shoes. I called on the overseer of the poor for assistance in a few cases where shoes were necessary, and they were kindly furnished. I have had very many calls from the teachers of the public and parochial schools in regard to absentees and truants, and have responded to each and all of them. I have had occasion to arrest two pupils who were habitual truants. They were convicted and sentenced to the Reform School for a period of two years. These examples and the placing under temporary arrest at the police station of several other boys have had a good effect.

The total number discharged to attend school during the year commencing Sept. 8, 1884, and ending May 1st, 1885, was 404. The number at present employed who have not attended the required twelve weeks is 32. The manufacturers and overseers are all in favor of the enforcement of the law, and have assured me that the children now employed without the proper school certificate

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will be discharged as soon as the desired help can be obtained to fill their places. Number of cases of absenteeism investigated, 147; number of parents notified to send their children to school, 162; number of manufacturing establishments visited, 20; number of children reported absent from school under suspicion, 43; number of truancies determined by investigation, 40; number of truants returned to school, 86; number of children warned, 44; number of complaints issued against children, 2; number of convictions of children, 2; number of children placed under temporary arrest, 9; number of children placed on probation, 9.

DISCIPLINE, MANNERS AND MORALS.

BRISTOL.—*Religious and Moral Training.*—This is a subject which perhaps policy would say let alone, but I do not think it should be. Are we doing enough in our schools in this line? Perhaps I have been impelled to touch upon this point, more on account of a conversation held recently with an intelligent Deist, one who would commonly be called an Infidel. He advocated the division of the school fund among the different religious societies. I am not prepared to agree with him on that point, but the fact of such a man advocating such a thing demands that the matter should be closely examined. We must not close our eyes to it, and try to think that it is all right.

Man, under the Christian idea, and it is under that influence that our schools are supposed to be conducted, is composed of soul, mind and body. To grow up into the perfect man, it is necessary that all three parts should be exercised. We know that the use of certain muscles in the body, while others are at rest, will cause a deformation of the body. So with the man. If we train one or two parts and leave the other untrained, what can we expect but a deformed man? The physical part may be perfect. He may have great mental powers, but we find the spiritual part withered and dried up.

Now what are we doing in our schools? To begin, most of our children will naturally look out for the exercise of the body. When they do not, we know the result. The close student, who spends all his time on his studies, soon grows up into the pale and sickly young man or woman. His parents' hopes are blasted when they have to place him in an early grave. If it does not lead to this, it will certainly prevent his continuing his studies with the same vigor and success that attends him who spends some time in proper bodily exercise.

"Improve your mind" is the popular cry. Very good, but do not pause there. It may decrease the number of those who steal a loaf of bread to save their family from starving; but does it decrease the number of defaulters who rob the poor of their savings, the result of a long life of frugality? Does it decrease the number of those scheming demagogues who work upon the passions of the poor laboring man, causing him, under excitement, to commit acts of lawlessness, beating and killing those who will not join in with them, blowing up innocent people and buildings? If it decreases the number of those who are ready to sell their votes, does it decrease the number of those who will buy?

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But it is said, do not our children have religious training? Is not the Bible read in the schools? It is unnecessary to argue this point. Look at the result. The religion of our schools is what? Non-sectarian. What does this mean? It means simply an aggregation of all the negations of every religious body. What is left? Merely a belief in God. Suppose we should confine our studies to those branches which no one thought useless, or our food to that which no one dislikes?

In youth the soul, like the mind and body, is pliable and easily moulded. The impressions it then receives will last a lifetime. It may be said the place to do this is at home or at Sunday school. Ah! but it is not done in the former place, in a majority of cases, and what is a short hour a week in the latter place, when thirty hours a week are thought necessary for the culture of the mind, and as much more is spent on the body?

Now what is the remedy? It behooves this committee, it behooves every parent in town to give this matter his earnest thought. It will not do to say other places are just as bad, that if the system is good enough for them it is good enough for us. All improvements must start somewhere, and there is no reason why our town should not take the lead. We must look at the matter fairly and squarely, and not because of its difficulties let the matter rest. Until that is done the shortcomings of our present system will not be evident, and until they are, all proposals, whatever they may be, will be looked upon with disfavor. The mass of the American people are apt to look upon all our laws, customs and institutions as being as near perfect as may be. Pride in our institutions is a very good thing, but we must not let it stand in the way of improvements.

My sole aim, in presenting this subject, is to force people to see the system just as it is. Our schools have the reputation of giving religious training. We certainly have practical proof that they do not do it. Now let us first fairly and squarely acknowledge this. Then a good point will have been gained. If we cannot correct it, and everyone must acknowledge it to be a most difficult problem, then let the people know it and let them understand that, if they wish their children to have spiritual training, they must attend to it themselves, that the responsibility rests with them. When this is done, we shall have treated the matter honestly at least.—J. P. REYNOLDS, *Superintendent.*

BURRILLVILLE. — *Morals and Manners.* — Teachers should diligently observe the morals and manners of their pupils. Those who desire to be worthy to discharge the high and noble duties of the teacher, should earnestly strive to exert a refining, Christian influence over those whose character is being moulded every day and every hour by the example and influence of the teacher.

Good Books.—No part of the teacher's work is more important than guarding with vigilance the reading of the pupils, and aiding them in forming and cultivating a taste for *good books.* If the true test of a teacher's work is the result, then we cannot consider that teacher faithful to her trust in whose school-room story papers, dime novels and other sensational books are found. Our State Commissioner says, "we have not begun to realize the importance of looking after the reading of the young."

Aids to Discipline.—To make the lessons attractive and to keep the pupils busy and interested, is the aim of our best disciplinarians. To aid the teachers in school

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government, I would suggest that no pupil under censure in one district be admitted to the school of another district.

Bands of Mercy.—In July, 1882, there was organized in Boston, for the public schools, a society called the "Band of Mercy," the object of which is to educate the children to be kind to all dumb animals. The only condition of membership is the signing of the pledge which reads as follows: "*I will try to be kind to all harmless, living creatures, and try to protect them from cruel usage.*" In the public schools of many cities these societies are being formed, and I have encouraged their organization in this town, as I believe they are exerting a good influence in the moral training of the young.—CAROLINE F. PEIRCE, *Superintendent.*

CUMBERLAND.—*Evil Effects of Vicious Literature.*—Teachers are not at sufficient pains to find out the nature of those books which are read by their pupils when out of school. There is a vast amount of vicious literature afloat in our land, and few evils are more to be dreaded and deplored than its contaminating influence on the minds of the young. The hearty coöperation of the parents with the teachers in this matter is of vital importance; for the former, by the exercise of a judicious oversight and restraint, can prevent their children from getting hold of much of this bad literature; while the teachers can so sedulously cultivate their taste for good books, and lead them to take such an interest in works of science, travels, history, invention, and in pure and noble poetry, that they will have no desire to slake their mental thirst at fountains of pollution and defilement. The teacher has all the more reason to take every precaution against this danger, because it seems to be the special aim of the writers of these vicious books and magazines to infuse into the minds of their youthful readers a spirit of insubordination, and of contempt for all lawful and rightful authority.—R. MURRAY, JR., *Superintendent.*

EXETER.—*Improvements in Modes of Discipline.*—A wise and discreet discipline is highly essential for the best progress of the school. Indeed, it is of the first importance. Where ear-pulling, pin-sticking, whispering, changing position is carried on, very little instruction can be given or received. It is a part of the child's education to learn obedience to properly constituted authority. If this is not learned in the school-room, the chances are that he will be a law-breaker when he grows up to manhood. Just how to secure good government and a proper discipline at all times in the school must be left very largely to the wisdom of the teacher, as occasion shall arise.

Many of the old methods have wisely been exchanged for agencies which appeal more directly to the pupil's intelligence and affections. Some one has asked, "Who claimed letters patent for the dunce block, the dark closet, the triangular kneeling stick? We imagine that he was a dyspeptic, a hypochondriac; that he was crossed in love, poor and disappointed; that he must have been possessed of some or all of the bodily evils which help to make one terribly cross. He was not a skilled teacher, nor trained in pedagogics." As a rule, the teacher best qualified to impart instruction will sustain the best order and discipline in the school. Such a teacher will infuse some of his own enthusiasm into his pupils and make the studies of the school-room so interesting that little time or desire will be found for frolic or disorderly conduct. Self-possession on the part of the teacher in maintaining good government is an essential requisite.

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There are a thousand and one things in his work which will be trying to his patience and strongly tempt him at times to give over his labors to other hands. If he is hasty in temper, unable to control his own actions, he will soon find how little he is able to control others. Amid all the multitudinous, tempting, trying annoyances through which the teacher must daily pass, he must maintain his own self-possession.—J. H. EDWARDS, *Superintendent.*

FOSTER.—*Benefit of Organization.*—Nothing is more important than discipline. A thorough organization of the school should be the first business of the teacher, and when this is accomplished, study is of the next importance. No teacher should be employed the second term unless he proves competent for the position. —G. O. BLACKMAR, *Superintendent.*

HOPKINTON.—*Value of Moral Instruction.*—Moral instruction cannot be rated too high. It is above all other instruction. When the child is taught the duties that he owes to parents, schoolmates, teachers and associates, and can cheerfully practice them, he has the foundation laid upon which it will be safe to build. The teacher will find, in the school exercises, or on the play grounds, circumstances transpiring almost every day that will give him an opportunity to help and strengthen the good, or to check the evil that may crop out, and to establish a love for truth and justice, which must underlie true character.—P. M. BARBER, 2d, *Superintendent.*

LINCOLN.—*Corporal Punishment.*—We think that the general discipline of our schools has been good. Our teachers have ruled wisely and well, and, while the rod has sometimes been used, as it must be in some cases, there has been less resort to it than in former years. The school-teacher of the past, who always carried the instrument of correction under his arm, and inspired fear by keeping it in sight, if not in lively exercise, has disappeared. The school-teacher of to-day secures better results in a more excellent way. We greatly desire that the young should learn the lesson of obedience; but the foundation for it should be moral rather than physical. It should be secured through appeals to reason and moral sense, in order that it may become a matter of choice and not of mere compulsion. It may often be easier for a teacher to secure temporary obedience by the use of the rod, but it is far better for scholars to be taught to rule themselves. The rightness of obedience is the true ground upon which it should be made to rest, and we are glad to see our teachers aiming to impress their pupils with this view of the matter.

Temperance Instruction.—Our schools are also doing good work in imparting right views of the common duties of life. Temperance receives careful attention, and we look hopefully to the rising generation who are learning to look upon the use of strong drink as a beverage in the light which science and experience afford. We are convinced that the greatest evil which curses and burdens society at the present day is strong drink. The contest with it must be long and severe. Its overthrow must be accomplished, or the nation will be doomed. Our schools are a potent instrumentality for arresting this evil, as well as other forms of immorality and vice. They should be encouraged by all parents and citizens.

No-Recess Plan.—The abandonment of the old plan of out-door recess in most of our schools, still works well. It has passed beyond the experimental stage,

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and gives great satisfaction. No harm has come from the change, but the general discipline of the schools has been improved thereby.—*Committee.*

LITTLE COMPTON.—*Self Government.*—The rock of disaster on which so many teachers are well-nigh shipwrecked is defective government. It is not our purpose to inaugurate a system of discipline, but to urge the necessity of more attention being given to the subject. The best governed schools under observation have been those governed by the scholars themselves, from principles of self-respect. The teacher who can instruct a school in self government, from such principles, and make such instruction effective, is on the road to success and the scholars well on the way in culture, when they have been the subjects of such wise discipline.—MRS. S. H. BROWNELL, *Superintendent.*

NEWPORT.—*Rogers High School.*—As provided for in the course of study for the past year, instruction in morals has been regularly given in the different rooms. The form used has been that of short lectures, notes being taken or not, according to the wish of the teacher.—F. W. TILTON, *Head Master.*

Need of More Male Teachers.—The greatest need of our schools, as well as of those in many other places, is a stronger discipline which shall enable teachers to command entire attention. The best interest of a disobedient pupil, as a rule, lies not in his being sent home, but in his being made to mind on the spot. To say nothing of the great advantage to the instruction to be gained by the employment of a due proportion of male teachers, there is no doubt that from a disciplinary point of view a good male principal should be employed in every large building, who, when necessary, would assist the lady teachers in controlling refractory boys, and would establish about the premises all those features of good order which a sensible, competent man can easily maintain. A great improvement upon the present plan of organization would be to give the superintendent, legally, the powers of a principal. He already exercises them to such an extent as he feels sure will give no offence to any one concerned, but this limit often falls just short of the one essential kind of discipline needed in a particular case. The idea is not that it is desirable to relieve lady teachers of the necessity of governing their own schools. So far as possible, they must set up their own standards of order and enforce them. But in such cases as that mentioned, assistance should be available and should be promptly called for. It should be stated that there are lady teachers in our corps who, with little or no assistance, maintain excellent discipline, and leave nothing to be desired in the direction here indicated. Indeed, the efficiency of the schools would be at once doubled if every teacher could become imbued with as fine a sense of order as certain others possess. Such comparisons, however, could easily be made in any business. No city can boast of lawyers, physicians, or clergymen of uniform excellence. Taking human nature as it is, it is not to be expected that lady teachers will be able to govern boys at all times so well as equally able men could do it, any more than that the mother of a family will be able to take the entire charge of training up the children to the best advantage. On general principles, therefore, as well as from constant observation of the necessities in the case, my annual recommendation is respectfully repeated,—that a greater number of competent male teachers be employed in this city.—G. A. LITTLEFIELD, *Superintendent.*

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NORTH KINGSTOWN.—*Results of Thorough Discipline.*—In the matter of discipline, there seems to me to be great chances for improvement. I do not mean by this that general good order does not prevail, but there is lacking that sharp, systematic drill, which is so sure to result in promptness of movement, precision in recitation, absorption in study, and is so conducive to clear-cut, business-like habits of application in the man. It is a mistake, I believe, to fancy that the *amount* of learning is the sole object of time spent in school, and that the *manner* of learning is of little importance; for the amount of actual knowledge which a boy obtains in a public school might all be put in a nut shell, while the habits of application which he acquires will be the main quantity in determining his position in life. There are a few schools in the town, of course, to which the above remarks do not apply; schools which seem to be run by a machine, perfect, or nearly so, in all its parts, and in which the sprightly manners of the pupils, and the spirit of friendly competition prevailing among them, testify to the wholesome results of introducing as much systematic drill as possible into the daily exercises of a public school.—W. C. BAKER, *Superintendent.*

PAWTUCKET.—*Improved Moral Tone.*—The teachers, as a body, aim to create in the minds of the children a genuine love of their school work, disciplining more by moral force and kindliness of manner than by resorting to harsher means. It is gratifying to be able to say that with lengthened service there is an increase of confidence generally in the relations of school life, without which it would be a continual misery.—*Committee.*

SMITHFIELD.—*Necessity of Moral Instruction.*—For the teaching of manners, each teacher's desk has been furnished with a copy of "Lessons on Manners." Very satisfactory results are following its use. It seems very desirable that some systematic aid to the teaching of morality be furnished the schools; but a subject so comprehensive and pervading has been left to the judgment of the teachers and the special opportunities for imparting moral truth which so frequently present themselves. During the past year there has been startling evidence of the need of constant vigilance of teachers in detecting evil, and unwearied activity in the purification and fundamental moral instruction for childhood and for life of those under their charge.—*Committee.*

DUTIES OF PARENTS AND CITIZENS.

BRISTOL.—*A False Affection.*—Trivial excuses by children are too often accepted by parents. It may be hard to deny the child, but it is for his good. A few days' absence from school may work a great evil. Something may have been taken up by the class that it is absolutely necessary for the child to know thoroughly in order to properly understand the whole subject. If he does not understand it, he is sure to dislike that study and think it is doing him no good. Whereas if he had fully comprehended what was taken up the day that he was absent, he might have been a proficient in that line. So a single day's absence might change the whole career of a man.

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Discipline must be enforced in the schools. In doing this the innocent may sometimes have to suffer for the sins of the guilty. But they are not the ones who really suffer. Another most important duty here falls upon the parents. A false affection for the child will here work him the greatest evil. It is hard for the parent, I know, when a child comes home with a pitiful story, telling how shamefully he has been treated by the teacher and for no fault of his either, to resist the natural impulse to take sides with the child at once, and, worst of all, to let the child know it. As soon as the child finds out how well he has succeeded he is sure to do so again and again. Now comes the evil. Just as soon as he finds that he has sympathy at home he begins to defy the teacher. This will, of course, be most unpleasant for that teacher, but the evil of it all falls on the child, who cannot and will not make the progress under such a state of affairs as he would otherwise. How much better it would be if that parent, though he might have the greatest sympathy for his child, to hide it from him, and if after a sober second thought he imagined the case warranted it, to go *quietly* to the teacher and have a *cool* talk over the matter. Probably he would not find it as big a thing as it at first appeared, and in nine cases out of ten could be amicably settled.

Under this same head would come those cases of dull scholars who, through some natural defect, but far oftener through laziness, are very backward. If they are not advanced with their class, or if after advancement they are put back for not keeping up, they are dissatisfied and report at home. Now no teacher will have any pleasure in retaining dull scholars; so far as their interests go, they want them advanced; if they do not do so, there must be good reason for it. Remember, the teacher is a far better judge of where the pupil should be than it is possible for the parent to be. If he is not, he has no business in his position. The same course should be adopted here as before. A cool, not a passionate, interview with the teacher is best for all concerned.—J. P. Reynolds, *Superintendent.*

Cumberland.—*Appreciative Parents.*—Nothing so cheers a teacher as to see that the parents appreciate his efforts. With their coöperation it becomes easy for him to enforce the needed rules and regulations for the proper government of the school, and the children will be prepared to obey and respect him, because they come from homes where they never hear any belittling, sneering remarks about him or his office. With the parents having views like these, he is sure that the children will be punctual in their attendance, will not absent themselves for trivial reasons, and will use all due diligence in mastering their lessons. Amid such surroundings the teacher will rejoice in his work, and will feel confident that he could not have chosen a happier or more honorable vocation. Unfortunately he often has to count on influences of an entirely contrary nature, and great are the discouragements arising therefrom. Many parents, for instance, seem to think that it matters little if their children are absent from school one or two days every week; they refuse to buy the much-needed text-books; they are always finding fault with the school regulations; and accordingly the idea soon gets instilled in the minds of their children, that the playing of truant, far from being an act of wrong-doing, is a something that is beneficial in its nature. Do the parents ever stop to think that, by pursuing such a course, they are putting most formidable weapons into the hands of the enemies of popular education? —R. Murray, Jr., *Superintendent.*

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MIDDLETOWN.—*Work With, not Against, the Teacher.*—Many a good teacher has become discouraged and lost all interest in her school, when she has found that parents upheld their children in acts of disobedience, and seemed to care very little if they learned or not. If the parents would work with the teacher and help her to keep good order, by compelling their children to conform to all the rules and regulations adopted by the school board, or made by the teacher, the school, so far as discipline is concerned, would be a success. In those schools where good order is maintained, are found our best scholars, and the more progress is made.—J. PECKHAM, *Clerk.*

NORTH KINGSTOWN.—*Home Training of the Greatest Value.*—I find that, as a rule, the farming districts furnish pupils more diligent in their work, more gentlemanly in their manners, and more susceptible to the influence of school-room discipline, than the village districts. It seems to me that this is largely the result of the difference in home training. In the factory villages, where many of the schools are located, a large proportion of the scholars seem to look upon the school as a place where a few weeks must be spent, in order to escape the truant law; and upon the school-house as dedicated to no other use than to prepare them to enter the mill as soon as possible, unmolested by the truant officer. I am sorry to say, also, that, in many instances, the parents seem to share this opinion, and, as a result, little ambition is manifested among the pupils. The manners, too, of the scholars in the village districts "speak volumes" upon the baneful influence of the street corner and the grocery store. I wonder when the parents of our town will learn how profitably and how cheaply home can be made more attractive than the street. I believe that the influence of the street and grocery store is one of the hardest obstacles which the teacher of a public school has to overcome, and that the parents of our pupils have yet to learn that the public school can do little towards making of their children true men and women, when such an obstacle to their proper mental and moral growth is allowed to exist.

There is a great difference between passive interest, felt for the pupils, and active interest, made manifest to them. I believe that there is no restraint upon the natural tendencies of youth toward evil greater than that of an honest ambition; and nothing so conducive to the development of ambition as the display, on the parent's part, of interest in the every-day affairs of the child. If there is beauty in the growth of natural objects, and pleasure in watching the various stages of their development, then, more beautiful, I think, is the growth of the human intellect, and far greater pleasure in watching the progress of its development, as it is shown in the countenance and conduct of the child.—W. C. BAKER, *Superintendent.*

SOUTH KINGSTOWN.—*Fault-finding.*—It frequently occurs that an interruption is caused in the school by the fault-finding of a few persons against the teacher on very slight ground. The teacher has punished unjustly, has kept a pupil to recite a lesson after school, or has given too long a lesson, or if not too long, too short. The remedy for the above evils, which are always greatly exaggerated by the enemies of the schools, is not that proposed by fault-finding critics who wish to break down the teacher. If these far-seeing critics know more than the teacher, is it not rather their duty to visit the school, counsel and advise the

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teacher? Are they not really co-workers in the important duty of training the young? Some instances have come to my notice during the past year in which parents did not seem sufficiently well informed as to what their children were doing in the school. It is not surprising that they do not; but it is surprising that any business in which so much expense is involved and which reaches the interest of so many homes, should pursue its way week after week and term after term unaided by any manifestation of interest on the part of the patrons. It is an easy matter to find fault with the school-teachers and scold the school committee. It is a favorite employment of a certain class in every community. Fortunate for the schools that few there are engaged in this restless work; but if one-fourth of the words used in finding fault, fretting and foaming about the work of the school committee and superintendent, were used by these few growlers in creating a public sentiment in favor of the cause of education, the schools in their districts would take a higher standard.—E. C. TEFFT, *Superintendent.*

WESTERLY.—*Unjust Criticisms.*—The tendency of the times is to rid the school, and society generally, of even the necessary restraint. There is a failure to appreciate, and a great hesitancy in submitting to, that restraint which is essential to good government and success in our schools. In several instances the best teachers, conscientious in the discharge of every duty, successful in carrying their pupils onward and upward in their studies, have been hampered in their work, their situation made unpleasant, and their success materially hindered, by the harsh and unreasonable complainings of some of the inconsiderate patrons of the school. These criticisms and misjudgments are most sure to come from those who know nothing of the work and trials of the teacher, who never visit the school-room, nor converse with the teacher in regard to the peculiar characteristics and welfare of their children. Yet they exert an injurious and retarding influence over the pupil. Parents should not be unmindful of their duty. They should place no hindrances in the teacher's way to success, nor grow weary in their efforts to maintain and advance the best interests of the schools. Be careful not to allow a false sympathy or prejudice to cause you to do an irreparable wrong to the scholar or teacher. It is easy to suggest and criticise, but hard indeed is it to meet and overcome the difficulties and trials which constantly beset the faithful teacher.—S. H. CROSS, *Clerk.*

WOONSOCKET.—*Parental Coöperation.*—The following judicious words I find in the report of the Superintendent of public schools in Malden, Mass.: "The most discouraging feature of our system of education is the apparent indifference of parents to the welfare of their children while they are in the school-room. Scarcely one in fifty ever holds any communication with the teacher, or visits her at her work. It is safe to say that not one-third of the parents of Malden would recognize their children's teacher at sight. And yet, on the teacher depends very largely the future career of the child, and, consequently, the happiness or misery of the parents. Where so much is at stake, indifference is a sin which is not palliated by the plea of want of time or pressure of business.

Parentage involves responsibilities which cannot be transferred to others. To train up a child in the way he should go requires the most constant and hearty coöperation of teachers and parents; and as, in a family, nothing so completely

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destroys parental authority as an open disagreement between the father and the mother, so nothing so jeopardizes school discipline as the knowledge on the part of the pupil that the parent and teacher are not in full accord. Hence, while teachers should be most carefully watched and be held to the strictest accountability, the greatest care should be exercised that they be not criticised in the presence of their pupils, and that they be not condemned, as is too often the case, on *ex parte* testimony. Any parent who condemns a teacher without a hearing, not only does her injustice, which would not be tolerated in a court of law, but he is setting his child an example which will most surely react against his own authority.

"Some who have never entered a school-room since they were children, and know almost absolutely nothing of the system pursued in our schools, set themselves up as defenders of youth against their fancied wrongs, and, by sensational communications to the public press, or by adverse criticism made on public occasions or at home in the presence of their children, do more harm to the cause of education than can be repaired in many months. The only remedy for this great evil is a more intimate knowledge of the schools on the part of the parents. Schools, like all other human institutions, are far from perfect; and none are more ready than school authorities and teachers to acknowledge this. They are earnestly endeavoring to improve them. In this work they have a right to claim the coöperation of those whose interests are so largely involved. If parents will make themselves acquainted with the schools by personal inspection, and communicate freely with school officers and teachers, I venture to predict that education in Malden will receive an impetus such as the city has never before witnessed." What is true for the latitude of Malden, is true for that of Woonsocket.—C. J. WHITE, *Superintendent.*

EDUCATION.

COVENTRY.—*Cultivation of the Memory.*—One of the principal objects of our public schools is to cultivate, strengthen and enlarge the minds of the children attending the schools; the power of memory is especially desirable. Whatever is learned at school must be retained, that is, remembered, if any real benefit is to be received. The child may forget much that is learned in its school days, but it certainly can and should be able to remember a large share of all the thousands of facts, problems and important lessons taught and learned at school in its youth, when the mental powers are more active and retentive than they are in persons of maturer years. A well disciplined mind will, under ordinary circumstances, be able to retain even down to old age, the instructions received in early youth, and it should be the main endeavor of the teacher to so cultivate and mould the faculty that it may be quick, accurate and decisive in all emergencies, thereby enabling the possessor to well and successfully discharge the duties of life, and to perform his or her part of life's drama with dispatch and precision.

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"O these are voices of the past,
Links of a broken chain,
Wings that can bear me back to times
Which cannot come again;
Yet God forbid that I should lose
The echoes that remain."

—*Committee.*

NEWPORT.—*Industrial Education.*—The subject of industrial education, upon which the superintendent was instructed by the school board to make a brief report, has been carefully considered. The elementary manual training schools in New Haven and Boston have been visited, and many essays and reports upon the subject have been listened to, or read. The evidence seems conclusive that instruction in sewing and in the use of mechanics' tools, for the girls and boys respectively, is a most useful line of work for public schools to undertake. Before introducing it, we should make sure that in our schools, as thoroughly as in any others, the subjects of the present curriculum are taken up from the standpoint of *things* rather than *words*, and then we may consider instruction in elementary bench or forge work as simply an extension of that object teaching which already characterizes the most interesting and profitable portions of our school work; as, for example, the gifts of the kindergarten, the primary modeling in clay, the concrete portions of arithmetic, the model and geometrical drawing, natural philosophy and chemistry, as taught by experiment in the high school, and as they should be taught to a simpler extent in the grammar school, the collection of cabinets interesting to the student of geography and history, &c., &c. In point of utility, it is found that the training of the eye and the hand in an industrial way affords a much needed mental discipline, and invigorates by practical application much of the otherwise lifeless information gained from books. While it is not intended, of course, to give in the schools so much training as is required in the particular trades, it is believed to be entirely feasible to give without interruption of the present course such a command of the common wood and iron working tools as shall reveal to a pupil any latent mechanical skill he may have, and shall prove in many cases an acceptable substitute for the experience formerly gained under the apprenticeship system. The spirit of our institutions forbids us to forecast the life-work of any lad, but whatever it may be, a knowledge of materials, with dexterity in the use of tools, can never come amiss, and it may serve to counteract the present morbid tendency to regard manual labor as in some way discreditable.

It is therefore recommended that the city council be requested to make provision, in the next annual budget, for instruction in sewing for the girls of the grammar schools and in carpentry for the boys above the third grammar grade. Sewing could be taught in the school-rooms one hour a week outside of the present school hours at an annual expenditure, for the salary of a competent special teacher, of about $300. The engine house proposed to be vacated just west of the Coddington School-house would make an admirable carpenter's shop, and if it could be secured, the remaining expenses for the first year would be about as follows: tools, fifteen sets at $25, $375; benches, $150; incidental fittings, $100; stock for lessons, $200; salary of instructor, $800; total, $1,625. If

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the superintending carpenter of the school department, however, could give the instruction, the cost would be materially lessened. After the first year, the running expenses for instruction, stock, and repairs would be about half the cost for the first year. Two hours a week of attendance at the shop should be required of all able-bodied boys in the classes named until at least they had acquired a certain minimum of proficiency in the use of the prescribed tools. The hours best available for the boys of the first and second grammar classes would be from 11½ to 12½, from 1 to 2, and from 4 to 5. The high school boys could occupy the shop from 2 to 4. A company of about fifteen could be taught at once, and there would probably be boys enough to occupy the instructor during the time mentioned. There would soon be a demand no doubt for an evening class, and if the day experiment were successful, such a class would be well worthy of opening, as well as one in the closely allied subject of mechanical drawing. In the manual schools visited by the superintendent, the following features seemed objectionable: they were conducted in basements which were apparently damp, the sessions were held in the regular school hours, and the attendance was optional, including only the bright pupils who, as was supposed, could spare the time for it. The instructor of such a school should be a skilful carpenter, intelligent, and capable of expressing himself clearly. At the outset he should inspect the management of one or two similar schools in other cities. Their method requires him at the opening of each lesson in the presence of the boys to execute upon his bench the precise work for the day, which they afterwards imitate upon their several benches under his oversight. The course in the Boston school last year included lessons upon the use of the splitting and cutting-off saws, the different bench planes, the making, testing and use of the mitre box, common and blind dovetailing, mortises and tenons, key tenons, &c. Among many useful things made were small cabinets with drawers, large tool-chests, dovetailed and glued together, with beaded trimming and paneled cover, small tables with drawers and square tapering legs, &c. The aim is not to make salable articles, but judging from the specimens seen, many boys early display the power to turn out surprisingly fine work.—G. A. LITTLEFIELD, *Superintendent.*

PROVIDENCE.—*Educated Citizens Public Capital.*—There is no addition to the capital value of a community equal to educated citizens, and in direct proportion to the spread of trained intelligence amongst the inhabitants of any city, comes a wane of crime and dissipation.—*Committee.*

Industrial Education, Sewing.—The first lessons in sewing were given in our schools in 1866. The time of one teacher was devoted entirely to one school. This school was abolished in 1875, and in the autumn two teachers were commissioned to carry on the work of sewing in a more thorough manner. For this purpose the intermediate schools were divided into two districts, and each teacher given charge of a district. When the work was first commenced, about three hundred girls received instruction. Our schools have rapidly increased, the sewing department in proportion, until at the present time over thirteen hundred girls per week receive instruction. At first the instruction was met by firm and decided opposition from teachers and parents, but with the beneficial results that have followed, the opposition seems to have passed away. Very many girls are taken from school early in life to be placed in shops, factories and stores. There

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they remain a few years, are soon married and begin in earnest to face the realities of life. When surrounded by young children, how many times will they have cause to bless that generosity which gave them the opportunity of learning to sew in our public schools. Our plan has been, as in all other teaching, to commence at the foot of the ladder, with the plainest of sewing. We have been surprised many times that the pupil could not, without assistance, at first even thread a needle. We have been persistent in our efforts, and have endeavored to be patient; we have at the same time, in our contact with so many young girls, tried to impress upon them the importance of their sewing in its relation to after life, endeavoring to inculcate habits of neatness and thoroughness, as well as rapidity. It is exceedingly gratifying to witness their interest and progress, as by patient endeavor they pass from the simple "over and over" to the more difficult work of stitching, gathering, darning and button-hole making.—*Teachers of Sewing.*

WARREN.—*A True Training.*—It is to be hoped that our schools give to the young under our charge beneficent influences of many sorts, impressions of inestimable value and power with the after life, which can never be classed under the head of any special study or department. The true training of the child is made up of vastly more than a certain knowledge of clearly defined branches. This should we give with the utmost possible thoroughness; but we should signally fail and should be recreant to the trust imposed in us by the citizens and parents, if we gave them nothing which should enter as elements of strength into their future character, if we led them not, by the power of fascination with which it is possible to surround even common subjects of study, to seek further mastery of topics only just begun in school, and, above all, to acquire such habits of thought and feeling as would give them the true fibre of manhood, power and courage to grapple bravely with every new surprise of this checkered life. The work of education can never be carried forward upon right principles till both those who teach and those who administer have a well defined conception of the end to be sought. A clear impression of the object in view should be present to the thought every day and in every task. A thing is done differently according to the end sought in the doing of it.

We have set in operation a powerful force in education when we have aroused in the child a desire for knowledge of the world right around him. The habit of investigation, independent of the text-book in which the daily task is assigned, serves to lift much of our school work in the child's mind above the too common imputation of drudgery.—W. N. ACKLEY, *Superintendent.*

WESTERLY.—*Industrial Education.*—We educate the head, and do little or nothing toward training the hands. Let the young men and young women who leave these schools have some manual as well as intellectual training. The graduates of the high school, and those who leave the grammar schools, have little or no knowledge of the trade or occupation into which they will enter when their school work is done. Such knowledge is as essential to a very large majority of the children as is the training of the minds. He will do a great good who prepares a practical and not an expensive system for these schools, whereby the children in them may be, to a certain degree, educated as apprentices for the various trades and callings. Develop and train the body systematically as well as the mind.—S. H. CROSS, *Clerk.*

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EDUCATIONAL MEETINGS.

LINCOLN.—*Teachers' Meetings.*—A monthly meeting of teachers was inaugurated last fall. These gatherings were quite well attended, and profited those who were present. The school officers heartily aided these meetings. We hope that some similar plan will be pursued during the coming year, believing that the interests of the schools can be promoted by conferences of teachers with one another and with the officers of the schools.—*Committee.*

PAWTUCKET.—*Quarterly Meetings.*—Meetings have been held at least once each term to confer together regarding methods of work and other matters pertaining to the discipline and general welfare of the schools. The teachers are not so wedded to old methods but that they are apparently ready to adopt that which has been tried and approved in new methods. It seems best, however, to leave to others the task of mere empiricism. "Hasten Slowly" must be the motto of that teacher who would make the surest progress.—A. F. PEASE, *Superintendent.*

SOUTH KINGSTOWN.—*Semi-monthly Meetings.*—In order that the teachers might become better fitted for their work, Teachers' Meetings have been held semi-monthly during a portion of the year. In following this plan it has been found possible to secure excellent results, though the constant change of teachers has very much retarded the work of the meetings. The work of these meetings has been particularly noticeable in the school-room in which the teacher was a regular attendant at the meetings. Such attendance on the part of teachers of course manifests enthusiastic interest in their work. We hope that each trustee will demand as a condition of the contract, that his teacher attend the meetings of this association while employed in teaching.

Teachers' Institute.—The Teachers' Institute held at Wakefield, Nov. 13 and 14, was undoubtedly the largest and best educational meeting that has been held in South Kingstown for many years. This institute was largely favored by South Kingstown talent. On the second evening the largest hall in the village was filled to overflowing with an audience who gave such close attention for over two hours to the discussion of educational themes, as to lead one to conclude that the community was certainly alive upon the subject of education. Indeed, the spirit and disposition towards the Institute, manifested by almost the whole community, was very gratifying, and gives good reason for believing that the not far distant future will witness a decided improvement in the school system of this town. A much longer report would fail to describe adequately the good work that has been done during the past year in these meetings. Like much school work, the results remain to be seen in the future.—E. C. TEFFT, *Superintendent.*

TIVERTON.—*Teachers' Meetings.*—The regular annual examination of teachers, which is regarded as very important, was attended by most of our teachers. Besides this, the teachers have held several meetings for mutual improvement in their profession. These meetings have not quite met the expectations of the committee, especially from the lack of drill exercises in the common branches of study, which might have led to improved methods of instruction.—H. T. ARNOLD, *Superintendent.*

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EVENING SCHOOLS.

CUMBERLAND.—*How to Make Them Useful.*—The schools began the 10th of November, and were kept twenty-eight evenings. Many came from curiosity and did not remain long. Others either found it irksome, or preferred using the evenings for other purposes, and so gradually fell off. The order maintained was on the whole very good. In hiring teachers the preference was given to those teaching in the day schools in these villages, both because it was difficult to get competent, experienced teachers from elsewhere, and because these teachers having charge of the same rooms in the day time, and being, besides, accustomed to maintaining discipline and order, could handle the schools much more effectually, and advance the pupils much more rapidly in their studies, than others. Hence, in order not to subject these teachers to too great a strain, it was deemed advisable not to hold these schools oftener than three evenings a week.

These schools have beyond question been a great boon to many, and the results flowing from them have undoubtedly been good. They have stimulated curiosity, and aroused a thirst for knowledge that has led several to continue their studies at home. They have also created, in such, a desire for gaining information by reading useful books, and led them to devote their evenings to self-improvement, instead of spending them at places of vicious resort.

The Proper Age of Pupils.—It seems advisable that these schools should begin as early as possible in October, and not be prolonged much beyond mid-winter. We will further add that it is the opinion of competent judges in this matter, that no children under fifteen years of age should be allowed to attend evening schools. The best place at night for children under that age, who have toiled all day, is at home. Then, too, older pupils do not relish over-much the displays of superior knowledge that they witness on the part of children so much younger than they, and as the contrast mortifies them, they stay away. Besides, if children are allowed to attend at an earlier age, their parents think that that will relieve them from the responsibility of complying with that provision of the truant law which requires twelve weeks' attendance at a day school of all children under fifteen and over seven. They will say that the evening school is a good substitute, and, moreover, will not interfere with their children working in the mills. Hence, care should be taken that the stringency of the truant law is not undermined and weakened from this quarter.—R. MURRAY, JR., *Superintendent.*

NEWPORT.—*Orderly and Efficient.*—The evening schools, though not as largely attended as might be expected, are much more orderly and efficient than in some former years. They are conducted with such thoroughness and order as to present no attractions to the thoughtless crowd who sometimes flock to such schools. —L. D. DAVIS, *Chairman.*

Conditions of Success.—The truant officer was in constant attendance at the Clarke Street School-house to assist in preserving order. An admission fee of twenty-five cents was charged each scholar, in reality as a pledge of studious intentions, though nominally for the use of books and other materials which were furnished by the school department. No pupil under fifteen years of age, with rare exceptions, should be admitted to the evening school in the future.

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Children younger than that should be in the day schools, and, whether they are or not, they are too tired after a day of manual labor for an evening of study. The older scholars, too, for whom chiefly the evening schools exist, dislike to attend a school of children, and often prefer to drop out altogether. Properly, the evening schools should continue at least twenty weeks, ten before the holidays and ten after, and the corps of teachers should include a larger number of the experienced and the skilful. As a rule, the teachers of the evening schools have been the substitute teachers and young candidates waiting for positions in the day schools. They are desirable to employ to a certain extent as assistants, for they bring to the work untiring zeal and fidelity. But the moment the young men and women attending as pupils discover in the principal teachers the hesitancy of inexperience, they lose confidence in the school and withdraw from it. There should be, therefore, in every evening school-room at least one thoroughly trained teacher employed, if need be, from among the best of the day school corps.—G. A. LITTLEFIELD, *Superintendent.*

NORTH SMITHFIELD.—An evening school was successfully maintained in Slatersville, J. W. Slater generously defraying one-half the expense. A very creditable number availed themselves of these privileges.—*Committee.*

PAWTUCKET.—*Good and Faithful Work.*—The work is being well and faithfully done. The attendance has been good, and in the majority of cases much devotion to study is shown on the part of those who avail themselves of the privilege of being present.

The evening mechanical drawing school is meeting a felt need, and the opportunity generously offered by the town is highly valued and appreciated by the young men in attendance—*Committee.*

PROVIDENCE.—Two schools were established in new localities. One was established, upon the petition of a large number of the Italian residents of the city, to furnish instruction in the English language to the rapidly increasing Italian population of our city. Owing to various causes, this school was not opened until late in the winter, and consequently did not have as good an opportunity for successful results as could be wished; but the committee believe that in the short period of its existence it did an excellent work, and that another year, with proper accommodations, it will be found to provide instruction to one of the classes that evening schools are especially designed to reach.

The committee are more and more convinced of the better results and sound economy of providing rooms for classes apart from each other, rather than having old and young, boys and girls, scholars in advanced studies and those learning their letters, all in one room. At the Richmond street school, this winter, the construction of the building allowed the opportunity of testing this plan, and the results were very satisfactory. Could the buildings be so arranged, one teacher, by class instruction, could well take care of forty scholars, where, by the present method of individual instruction, his time is fully occupied by ten or twelve.—*Committee.*

WOONSOCKET.—*The Only Possible Remedy for a Dense Illiteracy.*—Reviewing the work done and the expense incurred, it seems to me there can be no doubt of the wisdom of the course pursued.

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There is a large element in our population so unfortunate as not to have received an education during school age, and the only possible remedy for dense illiteracy is the evening schools. If money is put into the hands of a committee to use against the illiteracy of a town, it is legitimate to assume that the committee will spend it where it will do the most. In the judgment of the committee a thousand dollars spent in sustaining evening schools would accomplish more than the same sum could accomplish otherwise. The schools have been a success in the opinion of teachers and all who have visited them. For four months, on three evenings of the week, nearly two hundred young men and young women, between the ages of 15 and 35, have gathered to study the rudiments of an English education. And a more orderly and interested gathering of young people could not be found. Not a case of discipline has occurred. Only one young person, seeming not to have any serious object in presenting himself, was excused till he should make up his mind what he wanted. The progress has been, as a general thing, excellent, but in some cases it has been remarkable. Pupils who did not know a letter at the beginning of the term were able to read fluently, write legibly and perform examples in arithmetic under the four primary rules at the close. Some who had more knowledge at the start progressed to the roots and measuration of solids, and into analysis in grammar.

Largely the gratifying results of the year's efforts are due to the good teachers having charge of the schools, but only second to that fact is this, the employers, overseers and superintendents have lent their hearty assistance. They have taken the trouble, not only to commend the candidate for evening schools, but have been willing to look after him when absent and call him to account and require him to keep his pledge. If the teachers had earlier availed themselves of the coöperation of the employers, the attendance would have been much improved. And here it is to be said that the attendance at evening schools should not be expected to be as regular or constant as at the day schools. The circumstances of the pupils make it impossible.

How to Secure Success. — This result of the experiment, namely, that of our illiterate element a great part is shown to be earnest and eager for knowledge, establishes the claim of evening schools to a place in our system of public instruction until the day school and other supplementary instrumentalities have banished illiteracy. Let the schools be maintained exclusively for those fifteen years of age and over who will improve by them. Let the teachers and employer or other interested party be drawn into as close association and coöperation as possible. Let the place of gathering be as convenient as possible and not too showy, lest the poor youth feel out of place. Let encouragement be given to the studious that the boon of knowledge will be offered year after year in higher and yet higher departments, and the history of the State will show, in years to come, that some holding highest offices and serving the commonwealth most honorably, got their start in a career of usefulness in the night schools. I have received from all the teachers expressions of gratification at the results of their work.—C. J. WHITE, *Superintendent.*

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FREE LIBRARIES.

PAWTUCKET.—*A Privilege for the Children.*—Many of our children are availing themselves of the privileges afforded by the public library. Under the advice and direction of many of the teachers, such selection of books is made as is suited to their years, whereby is fostered a taste for a pure and chaste literature. It is doing much toward correcting and uprooting a love of the base and cheap novel which has corrupted and led so many youths into temptation and trouble. —*Committee.*

The work of the schools has been supplemented by frequent use of the free public library. This use is naturally confined largely to the high and grammar schools. A more important and more widely-extended use of the library is in furnishing such reading as shall develop a correct taste in children.

In this work teachers may have a strong influence, and hence a responsibility rests upon them to exert that influence.

Several teachers in the upper grades have done something in this direction, and one teacher of an intermediate school has also recently commenced the same with good success.

That the librarian is ready to lend assistance in this work, is shown from the fact that in her annual report to the trustees she calls "attention to the necessity for greater facilities for teachers for rendering the library available for their schools."—A. F. PEASE, *Superintendent.*

GRADATIONS, EXAMINATIONS AND PROMOTIONS.

BRISTOL.—*Cause of Variation in Size.*—There is one point in connection with the graded schools that is not universally understood. There must of necessity be, at certain times, a number of vacant seats. This, of course, is caused by constant changes in the sizes of classes. In ungraded schools scholars could be taken out of one school and put in another. It cannot be done so in graded schools except by crowding children forward or keeping them back, both of which are evils.—J. P. REYNOLDS, *Superintendent.*

LITTLE COMPTON.—*Benefits of Written Examinations.*—A new feature in school work has been the introduction of uniform written examinations in each district. Carefully prepared questions have been printed, with an aim to make the examinations such that those who had been faithful could not fail to acquit themselves with credit. The request on the part of the superintendent for such examinations has been cheerfully acceded to, and in most cases greatly appreciated on the part of the teachers, and scholars have apparently enjoyed the exercise. There has been a spirit of rivalry created between the districts which may prove a stimulus as the average scholarship of each is reported. Some other benefits

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anticipated by such examinations are these: 1st, Facts are impressed more deeply upon the mind when written, than when spoken. 2nd, Writing aids greatly in accuracy of statement. Bacon says, "Writing maketh an exact man." 3rd, While it is no drawback to the brilliant, it gives a fair chance to the diffident and those whose minds act more slowly. 4th, As the system is adopted in all the higher schools of learning, our scholars will not be taken at so great a disadvantage upon entering such schools.—SUSAN H. BROWNELL, *Superintendent.*

PROVIDENCE.—*Facts vs. Theory.*—The course of study provides for five grades, or half years, of work in both the primary and intermediate departments, and eight grades in the grammar department.

By the printed course, there are five half-yearly grades in the primary department, and the same number in the intermediate, and doubtless it was once so by practice; but for ten years past, if I may judge by the figures of the school reports, there has been a growing tendency to hold pupils back in the primary grades, and do a little more work than the course required, shortening by the same amount the work and time in the intermediate grades. I see no harm in this, and in the figures that accompany this report have accepted the facts in the schools rather than the manual, and estimated the course in the primary schools to be three years and in the intermediate two years, making the five years as before. This makes our primary department correspond with the same department in other cities of New England, while our intermediate and grammar departments combined will correspond with their grammar departments.

In the tables of ages, the regular increase in age, as the higher grades are reached, is just what would be expected, and proves that we are accomplishing in the actual movement of the pupils just what our course of study professes. That pupils do not enter the schools at five years of age as a rule, is plainly shown, as well as the very great difference in this respect in the several sections of the city. Once in the schools, the procession moves on without halt or change of pace until the highest class in the grammar school is reached. Here a long halt is made. Pupils move very slowly through the last two grades of the grammar school. Instead of going through the grammar grades in four years, as the course of study calls for, five years are spent, and three of these years upon the last two years of the course. The results obtained by the figures from the ages of pupils are confirmed by the records of the schools. Members of the graduating classes are found by the records of attendance to have been five, and many of them six years in doing the grammar grade work.

There is something wrong here. Either the course of study for grammar schools has five years' work in it and calls it four, or the higher grammar classes are held back during their last two years. It seems to me that the nominal facts and the actual facts of the course should be brought into harmony.—H. S. TARBELL, *Superintendent.*

SOUTH KINGSTOWN.—*Work of the Last Day of School.*—The closing work of the last day of school is work of importance, and demands attention on the part of every teacher. On this topic I shall not enter into any lengthy discussion, but shall coincide with a resolution adopted at one of the Teachers' Meetings,—namely, "That the closing exercises of a school should be of such a nature as would best exhibit the work of the school." The plan has been, in some in-

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stances, at the close of school, of making the last day's work a mere farce, in which the teacher and the pupils were to get up an entertainment for the purpose of pleasing the visitors. Such an entertainment may not do any harm; it may do some good, where it is given for just what it is, simply an entertainment or a show. But if an effort is made on the part of the teacher to pass it off as a fair representation of the work and standing of the school, and there is a possibility that such things may sometimes be done, it will be at once seen that such work has no place in the school-room. In whatever view this subject is considered, something more directly connected with the work of the school will probably, in most cases, prove more beneficial. Such work should be demanded on the last day of school as will show in a satisfactory manner what the teacher and pupils have been doing during the school term.—E. C. TEFFT, *Superintendent.*

TIVERTON.—*Monthly Examinations.*—During the year a series of monthly examinations has been carried forward by the teachers, under the direction of the clerk of the committee. The aim of these examinations has been to find out the grade of our schools and the actual progress made by the pupils in their studies. The teachers have been required to report monthly as to the proficiency of each pupil in the more important branches of study, and these reports have been a healthful stimulus to both teachers and scholars, so far as the plan has been carried out.—H. T. ARNOLD, *Superintendent.*

WARWICK.—*Examinations of Teachers.*—The requiring a written examination of those seeking positions as teachers in town was a step in the right direction. While a written examination does not absolutely determine one's qualification to teach, the fact that it is required tends to correct the idea that almost any one is qualified to teach a primary or ungraded school. The fact that a certain standard of qualification is necessary to secure the position of teacher increases the general estimate of the importance of that position. No persons employed by the town perform service more vitally affecting the interests of the people than the teachers in our schools. Whatever tends to impress upon all concerned a sense of this must be a help in improving the schools.—W. A. BRIGGS, *Superintendent.*

WOONSOCKET.—*Forced Promotions Sometimes a Necessity.*—There are thirty-seven public schools in the town. They are graded so far as the school population of the several districts will permit. The average number of pupils belonging to each school is 42, a number which experience shows to be not far from the desirable one. The upper classes in the town can be kept (without injustice to any) nearly abreast, in the line of progress, by constant foresight and arrangement. But the lower classes, sometimes large, sometimes small, owing to the inconstant attendance of pupils, have to go on with such work as they are prepared to take up, and to be brought into line as they enter the higher and more permanent grades. The visitor entering the schools of lower grade, at the close of a term, might be surprised to find the first class of that grade less advanced than when he visited at the first of the term. The explanation is found in the fact that sudden pressure from below forced promotion in the middle of a term. In some cases the changes of this sort have been very frequent. Promotions have, in a few schools, occurred as often as three times in a term. The success

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of such a school is never to be ascertained by the number of pages of any text-book learned. It is to be estimated by the work doing at the time of visitation. C. J. WHITE, *Superintendent.*

HIGH SCHOOLS.

BARRINGTON.—*Beneficial Results of the High School.*—The founding of a school of higher grade has already had a beneficial effect upon our schools, as indicated by the increased interest in, and the marked attention to, the preparatory studies for the same. How the fullest benefits of the public school system could be realized without a school of a higher grade, is a question not easily answered.

Two courses of study were decided upon as necessary to meet the needs of the school, and in arranging them we have endeavored to so unite the work of the high school with that of the district schools, that the instruction given in both will enable our youth to obtain a good, practical education.—F. P. CHURCH, *Superintendent.*

BRISTOL.—*The True Aim of the High School.*—From the first establishing of this school it has met with opposition. While some of it has been unjust, we must allow there has been good ground for a part. Can this be corrected? I think it can, and it has been already to a certain degree. Place the motto of the last graduating class over the door and let it be the motto of the school. Let the school be conducted on that idea and a great evil will be corrected. "*Non Multa sed Multum.*" A smattering of a great many things is not what is wanted, though the scholar who has them all may be said to have a "finished education."

I quote the following from an admirable little work by Wm. P. Atkinson, Professor of English and History in the Massachusetts Institute of Technology: "It excites one's indignation to see how, in the so-called high schools all over the country, the education of the great majority of the pupils is sacrificed to the interests of a mere handful of youths who are preparing for a college examination in the Latin and Greek classics. I speak from a large experience in the examination of the victims." I am glad to be able to say that it is not so in our high school. There is a course for boys preparing for college, but it is for that alone. Then there is the old four years' course, which includes Latin. The great trouble with this course is that it tends to give the child a smattering of what the man gets in college, including some studies for which the mind is not mature enough, notably Metaphysics. Of late years a new three years' course has been introduced, which is an advance in the right direction.

High schools are ordinarily places of training for the so-called learned professions. We must remember that a far greater number of children are to take part in agriculture, commerce and manufacturing. Why should not our high school train them? The cry will arise, I know that they all need the discipline that they get in the present courses. They can get the discipline and something else at the same time.

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There is a large class in Physics this year. Now this is something that will be of use to every one. And with the new apparatus that has been furnished this year, it will be most interesting.

There is one study that has been introduced into the high school within a few years—Political Economy. In this republic of ours it is most essential, and is continually growing more and more so, that every voter should know something of this science, and the more he has, the better for him and his country. On no subject, perhaps, are there wilder notions than on this. It has this peculiarity, that people that know nothing at all about it, think they know it all, and are ready at any time to give an intelligent opinion. Demagogues preach their false ideas to the people, work on their passions, and lead them to all kinds of excesses, socialism, anarchism, greenbackism, conflicts between labor and capital, and many others of a similar nature. These would in a great degree be corrected if there were a more intelligent understanding of the subject.

Success in life depends upon our mastering what we undertake. He who makes up his mind at an early age as to what his future calling shall be and then tries to prepare himself for it, will not find an extra two, three or four years at school a hindrance, but it will be a great help. Let him choose, or have chosen for him, studies that will be of use to him in that line; then the boy who goes into a store or begins to learn a trade will not have the advantage over him that too often he does now. I know the objection will be raised that a boy so taught will lack the general knowledge that those that take a fuller course will have. If the child has ambition, he will find time to read as he grows older. This, then, is what we should try to do. Make our high school a school for the merchant, the manufacturer and the farmer, as well as for the lawyer, the doctor and minister. When this is done, opposition to the high school will cease to exist, or at least will be at a minimum.—J. P. REYNOLDS, *Superintendent.*

EAST PROVIDENCE.—*Establishment of a High School.*—There has been for several years a growing demand for a school of a higher grade than the regular grammar school, and in accordance with the expressed desire of the committee of last year, and in obedience to the popular feeling, upon the completion of the Mauran Avenue building, and the consequent relieving of Grove Avenue Grammar School, a high school department was organized. This school has supplied an urgent demand, to which the number of pupils in attendance the first term testifies. The progress made has been alike gratifying to patrons and committee. This much-needed branch of our educational service has been established, and thus far carried on without any material increase of expenditure. Of course the future efficiency of this school necessitates additional outlay. Is the question asked, Does the High School pay? We answer, consider the amount of money saved to our citizens, even during the first year of its existence. The average expense attending the sending of each pupil, from that portion of the town lying adjacent to the city, to the Providence High School is about one hundred dollars per annum, with the prospect that in the very near future we should be crowded out altogether. Remember, too, that in times of depression like the present, comparatively few parents can afford to pay that amount, however much they may be desirous of educating their children. We think the candid mind will unhesitatingly say, the high school is an important advance step in the training

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of our youth that we cannot afford to be without. Not only is it necessary for the development of those already in our midst, but the fact that we possess proper educational advantages brings within our borders a desirable class of citizens, who, but for these facilities, would never reside in this town.—*Committee.*

JOHNSTON.—*Demand for a High School.*—I am glad to see that at last, the electors of the town are to be called upon to take action on what I have always regarded as a most important auxiliary to our school system, a high school. Since I first became a member of the school board I have been frequently consulted by persons wishing to become residents of our town, as to our school facilities. Many persons have removed to the city that their children might reap the benefit of an advanced school. The time must soon come when Providence will have no room for *our* pupils in the city high school. Many of our people who would be glad to send their children for one or two years, at least, to an advanced school cannot afford the expense. The arguments against such a school are most of them weak and without any real basis.—V. F. HORTON, *Superintendent.*

NEWPORT.—*Results of Classical Course in Rogers High School.*—The ability of the school to maintain, through its fund, a strong classical department has produced very decided results in Newport. There has grown up in the school and there has been awakened in the community an interest in higher education which is greatly in advance of that which existed a dozen years ago. More pupils than ever before have gone out this year for examination at the colleges and scientific schools, or have been admitted upon certificates at such colleges as prefer this method. All this reacts favorably upon the pupils who take a general rather than a strictly classical course. While not in the least sacrificing thoroughness in the grammatical work, I find that I accomplish more with my Greek classes, year by year, in reading at sight, and the drill in moods and tenses which is secured by constant translation into Greek has never been more emphasized than during the last year. This is work of special value for the pupils, as it involves the closest analysis of the thought and fine discrimination.

Argument for Liberal Education.—One of the very strongest arguments for a liberal training arises from the ability which one thus acquires to correctly analyze the questions which constantly present themselves to him, whatever his calling, and to discriminate accurately. When we see men confounding the creations of their imagination with the evidence of their senses, and asserting that they have seen or heard that which, in part at least, they have merely imagined; when we see men passing unconsciously from the legitimate methods of business to those which are beyond all question dishonest; when we see men utterly confused in their intellectual judgments, we realize the value of a training calculated to develop the power of sharp and clear discrimination in these varied directions. —F. W. TILTON, *Head Master.*

Demand for a Business Course.—The high school, in the writer's judgment, should furnish for certain pupils, at the expense perhaps of another teacher, a business course of study, covering two years, and dwelling especially upon commercial arithmetic, book-keeping, business law and English.—G. A. LITTLEFIELD, *Superintendent.*

PAWTUCKET.—*Growth of the High School.*—The services of a fifth teacher for one-half the time was a necessary result of the growth of the school in numbers

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and in the scope of its work. Pupils may pass through the school and obtain a thorough English course, or they may prepare to enter college directly from this school. Fifteen of its graduates have already entered college without attending any other preparatory school, and a number more are now following in their steps. The influence upon the school, of pupils with such a purpose, has been very marked in retaining others in the school, and in giving dignity and inspiration to their work.—A. F. PEASE, *Superintendent.*

PROVIDENCE.—*Age of Entrance to Classical Department.*—The entering class in the classical department of the high school is seen to be seven months younger than those at the same time entering the Boys' English or the Girls' Department. This means that a larger portion of those who enter the high school young will take the classical course than of those older when entering. Whether the tendency thus seen, for which there are ample reasons, ought not to be recognized and provided for by admitting to the classical department at an earlier age than to the other departments of the high school, is a matter worthy of your consideration.

To one who is going to take a collegiate course, perhaps followed by professional studies, the question of age is of importance. He ought to be allowed to get into college earlier. If those who were decided on a classical course could, at the request of their parents, be admitted to the classical department from the second class of the grammar school on the certificate of the principal, as they now are to all the departments from the first class on the same certificate, the very reasonable wishes of many parents would doubtless be gratified and the school meet more nearly the popular demand.—H. S. TARBELL, *Superintendent.*

SOUTH KINGSTOWN.—It is unfortunate for the children of our town that so many of the parents should regard the completion of the common school studies as the point at which attendance upon school should end; that the high school studies should be considered ornamental, rather than necessities for life work. A wiser view on the part of the town would secure to every boy and girl the benefit of a high school training only in exceptional cases. Let the high school be organized as the South Kingstown Public High School,—the completion of public education in South Kingstown, and be made the headquarters for educational meetings and lectures, sustained and supported by the people. A school organized on such a plan would in five years time place the cause of public education in advance of where it will be in ten years under the operation of the present agencies. The course of studies in the high school should be made to meet the needs of the great majority of the children of the town. Let the course of studies be fixed, setting forth the attainments upon which the pupils can enter the school, and so chosen as to escape the frequent, though often narrow, objections of not being practical. Frequently pupils are not sent to the high school because they will not be able to complete the studies of the school and graduate therefrom. This mistake may be easily remedied by so arranging the studies of the school as to make the work for each year somewhat complete in itself, and not allow the classes to enter upon any study which will not be carried far enough to result in good to the pupils.—*Committee.*

WARREN.—*A Practical Course of Instruction.*—There are at present *thirteen* in the first class. This is the largest graduating class since the foundation of the

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school. One crucial test of our course should be its adaptation to the life work in which our pupils must soon engage. At the same time we should not forget that life is made up of something more for the very humblest than toil and the wages of essential bread. Every life and every home should be able to find for itself much that can minister to happiness and much that can aid in building up the character and in making the most possible out of life. I am persuaded that our high school has of late been growing strong in both particulars, through both the modification of the course and the wise, practical spirit of the teachers. No essential branch, possible in such a course, has in my opinion been omitted, while in the practical application of the so-called common branches to the needs of every-day life, I am sure we have been moving forward. I hope we shall be able to do even more in future towards grounding our pupils thoroughly, before graduation, in the principles and business applications of Arithmetic. Once every two weeks the past year the teachers have been giving the several classes thorough drill in parsing and in a critical study of the structure of the English language. The pupils manifest a keen relish for this exercise, and it is not too much to prophesy that the best results will be realized in a more skillful handling of our mother tongue both in speech and in essay writing. The idea that the English language can be taken by *infection* appears best when allowed to rest undisturbed as a simple theory and is not put to the crucial test of criticism. We owe it in justice to our pupils that they shall be so furnished with a critical understanding of the principles upon which our language is constructed, that they shall neither be poor imitators nor be subjected to the humiliation of being obliged to *guess* at their usage when they ought to *know*. An exceptional few may possibly write the English language well by accident, but with the great mass, accuracy will never outstrip knowledge.—W. N. ACKLEY, *Superintendent.*

WOONSOCKET.—*Ample Provision for a Good Secondary Education.*—The school is constantly adjusting itself to the needs of the community, and to the life of to-day. There seems to be no occasion for any parent to send his child out of town for a good secondary education and it is believed that fewer parents are feeling that necessity than ever before. It is clear that none are better able to look after the moral welfare of their children than parents. At the susceptible age when so many youth are sent to the city boarding school or academy the danger is very great. An intimacy formed in the cars, or elsewhere, with parties unknown to parents, may be the occasion of life long sorrow. Parents rest in a false security, and wake up to their error when it is too late. Let parents be vigilant and faithful and their reward will be abundant. If the course of study seems to require modification to adjust it to the wants of any pupil let it be made known to the school authorities. The course is elastic and will be made, so far as practicable, conformable to the needs of pupils. By all means let no one go abroad for education that can better be obtained at home. Almost the only adverse criticism I have heard made upon our high school is that the pupils are overworked. It is the fashion of certain lofty critics to talk of "high pressure" and "grind" and "smattering superficiality" I have nothing to say to such. To candid men who wish to see things as they are it is to be said that, of course, in a school of a hundred there will be occasionally one who will feel that the task for him is too hard. But the cases are rare. Let any parent look the

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thing through. There are nominally 5¼ hours in the school sessions. Three-quarters of an hour are occupied in recesses and opening exercises. Each pupil has three recitations of ¼ of an hour each. There are left of the school sessions only 2¼ hours for study. Now, if a pupil studies 2¼ hours out of school, which is above the average, the total daily study amounts to only five hours. A pupil not able to endure so much mental labor ought to consider whether it is worth while to pretend to be a student.—C. J. WHITE, *Superintendent.*

HYGIENE.

BURRILLVILLE.—*Ventilation.*—Teachers do not realize their great responsibility in regard to the proper ventilation of the school-room. Children cannot learn in poorly ventilated rooms, and thus the labor of teacher and pupils is lost. I can fully appreciate the remark of the Commissioner in his last Annual Report, that he has "visited schools where the odor of the rooms was insufferable." When teachers tell me they have a headache, I wonder they can teach at all in the poisonous air that is so seriously injuring their own health and the health of their pupils. Many windows could be lowered where the air would not fall directly upon the pupils. It is better to lower several windows *half an inch* than to open *one* window *wide.* Mrs. Horace Mann says, "On the day when we shall have finished the education of teachers in reference to ventilation, we shall have doubled the condition of health and labor in the schools."—C. F. PEIRCE, *Superintendent.*

NORTH PROVIDENCE.—*Dangers of Improper Buildings.*—Children uncomfortably seated, and in rooms badly ventilated, cannot pursue their studies as easily and successfully as when occupying a seat by themselves, with pleasant surroundings. Most of the children in our village schools have no school opportunities after they are twelve or thirteen years of age; consequently the school-room should be a comfortable and attractive place for them during those years, that they may be able to garner up and store away a stock of knowledge that will be useful to them in after life, and leave school with sound bodies and good eyesight. It is a serious question whether our children are not getting what is called education at too exorbitant a price, when the health and usefulness of the eyes are impaired or sacrificed. Insufficient light, or light not properly distributed or let into the school-room, should be thoroughly considered in the erection of new buildings.

The children should be taught to know more of themselves and the sanitary laws of life and health, and thus be enabled to guard against needless suffering and sickness, and preserve life and health to a good old age.—W. W. WRIGHT, *Superintendent.*

PROVIDENCE.—*New Buildings.*—The hygiene of our new school buildings is admirable. Opaque curtains to the windows have been provided, so that the

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light is admitted to the rooms in proper quantity and direction; and there is no longer any reason for objection on that score. Ventilation is also excellent in the new buildings, and there is not much room for further improvement as far as that is concerned. But a far different state of things exists in the old school buildings.—*Committee.*

Contagious Diseases.—Acting on the advice of the City Superintendent of Health, I have given the following directions to teachers as supplemental to, or explanatory of, the general rule of the committee in reference to contagious diseases:

"No person affected with scarlet fever, and no one living in the house with such person, shall attend any public school within four weeks from the day on which such person was taken sick."

"No person affected with diphtheria, and no person living in the house with such person, shall attend any public school within one week from the time of such person's recovery."—H. S. TARBELL, *Superintendent.*

SOUTH KINGSTOWN.—*Folded Arms.*—In my visits to the schools I have several times noticed, with regret, quite a number of little children without any authorized employment for their little eyes and hands to do, who were made to fold their arms and sit still, while every muscle seemed to be aching from suppressed activity. It is difficult to conceive of a more dwarfing and deadening method than this in the school-room.—E. C. TEFFT, *Superintendent.*

PRIMARY SCHOOLS.

BRISTOL.—*Proper Location.*—There was such a pressure in the primary department that there was not room enough for all that wished to enter. This has been remedied by the establishment of a new primary school. It is placed in a district where there were a great many children, a large part of whom did not go to school at all, but have now made use of a school placed so near their door. Objection is sometimes made on account of the locality. This, I think, is one of the strongest reasons why a school should be located there. The slums of great cities are improved by placing reformatory institutions in their midst, churches, schools, etc., which in time will do far more than simply increasing the police force.—J. P. REYNOLDS, *Superintendent.*

BURRILLVILLE.—*Best Talent Demanded.*—The best talent should be employed in our primary schools, for that is the most important work. Any school whose primary department is well conducted, shows the effect throughout all the other departments.—CAROLINE F. PEIRCE, *Superintendent.*

PROVIDENCE.—*Object Teaching.*—Recognizing the fact that the children in the primary schools, most of them under seven years of age, are practically incapable of understanding tuition of any kind not addressed to their perceptive senses; that since sensation is the first faculty to be born, first lessons should be such as

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present to the child *objects* upon which he can exercise this faculty, and that it is useless to attempt to cultivate the powers of abstraction before the powers of observation have been developed, our superintendent has devised, and placed in use in the lowest rooms of the primary grade, the elements of a system of object teaching, which distinctly meets the needs referred to. A visit to half a dozen rooms of our primary schools, followed by another to a well-conducted kindergarten, will be likely to convince the most skeptical of the greater value of the latter in meeting the needs of very young children. Although the use of these illustrative articles has been of short duration, only a few months, your committee believe that the difference in favor of the new method is already perceptible, and have no hesitation in recommending its further extension, as necessity and sound judgment shall dictate.

Age of Admission.—It is a mooted point, with many arguments on both sides, What is the proper age for children to enter the primary schools? The law at present makes the minimum five years—and the teachers, in admitting them, enforce the law, so far as the parents' statement is concerned. That erroneous statements are often made, either wilfully or by mistake, a single visit to a crowded primary room, in any part of the city, will certify. Little ones are there who can scarcely talk, and yet the mothers, in their anxiety to provide comfortable quarters for them through the day, or possibly glad to get rid of them, assert that they are five years old, when their baby faces scarcely tell of four. While it is impracticable, in the school-houses now in use, to provide for the Froebelian plan, for lack of room, the new houses are each built with sufficient space to accommodate a kindergarten, and we recommend that such teaching be adopted where there is room for it. We would also recommend that the deserted school-houses be used for this purpose, wherever practicable. We see no other way to provide for the rapidly increasing number of children in our city. If kindergartens provide for the younger children, more room will be left for older ones, who are yet too young to work in the mills.—*Committee.*

Over-crowding.—There is the serious question of the ventilation of these rooms. So many little folks crowded into the aisles and corners must suffer from foul air or draughts. Then the seats. The supernumerary little five-year-olds are seated on settees or benches so high their feet cannot reach the floor, and with no desks in front of them on which they can put their books and slates. Bad habits, bad dispositions and bad health are a natural result of these circumstances.

The confusion, too, of two teachers giving directions, disciplining pupils, hearing recitations, in one room from two sides of the same platform at the same time, is certainly unpleasant, and cannot be otherwise than seriously harmful to the mental habits of the children. The first power to be acquired in the school-room is the power to give attention. Nothing else learned the first year or any other year in school is so important as this. It means much. It means the establishment of the will in its proper supremacy over the other faculties. It conditions and largely determines all the future work and intellectual life of the pupil. It is usually a plant of tender growth, to be nourished by the most thoughtful care. The distractions of a school-room of two teachers, about equally interesting, are certainly cold blasts upon this budding power. But it is unnecessary to argue against this arrangement. Its only defense is its necessity.

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Remedies. More Rooms.—The most suitable and only altogether satisfactory remedy is more school-room; but, failing this, I believe the following suggestions to be worthy, in differing degrees, of consideration, and each an improvement on the present situation:

First. Limit the Admissions.—A suitable number of seats might be placed in each school-room, and when all are occupied, admit no more. This is done in many cities where the crowd of applicants for school seats is much greater than here. In New York city, for example, the number of pupils that may be admitted is posted conspicuously in each room, and teachers are not allowed, under any consideration, to admit more. It may be said that those applying later have a right to school instruction; true, and provision should be made for them. But the fifty or sixty already admitted have also the right to healthful quarters and good instruction, of which they will be deprived, if others are crowded upon them.

Second. Increase of Regular Teachers' Pay, instead of Increase of Teachers.—If the number of pupils becomes too large, instead of putting in an extra teacher, pay the regular teacher better wages, and ask her to do her best with her charge. If she has an average attendance between fifty and sixty, pay her a dollar per week extra; if between sixty and seventy, pay her two dollars per week above regular salary. I am confident one capable teacher is worth more in a room of sixty pupils than two.

Third. Half Time Attendance.—The pupils of the lowest room might attend school, one-half in the forenoon and the other half in the afternoon. This would give each teacher of a lowest primary class twenty-five to thirty-five pupils each half day. It would give these pupils one-half of each day in school and one-half at home, making the transition from home life to school life less severe. It would give abundant school space, quiet for recitation, and the undivided attention of their teacher. Many valuable methods of instruction not now practicable in the crowded school-rooms might be adopted, and the pupils would make equal progress with greater comfort. I am ready to defend this suggestion as educationally correct, both on theoretical grounds and from years of experience, but would not recommend it here as a practicable expedient, except where the crowded condition of the school-rooms makes it an apparent necessity. Permit me to add in this connection that the teacher of the child, during his first year in school, should be one of peculiar fitness for a delicate and important work; that inexperienced teachers should not be put in charge of this grade—they do better with older pupils; that when teachers rightly adapted to this work are found, they should be encouraged to fit themselves for it, and to remain in it, and that they should be paid salaries corresponding to the specially important work they have to do.

Ages of Primary Pupils.—Pupils enter these schools nominally at the age of five years, though many do not enter until they are six, and some not until they are seven or eight. Of the 2,909 pupils enrolled the past term who are doing the first year's work in the schools, 869 are five years of age, 988 are six years old, 649 are seven, and 403 are eight years or older. The age at which it is best for a child to enter school depends upon a variety of circumstances. It is a singular fact that children East are, as a rule, admitted to schools at an earlier age, have longer daily sessions, more studies per day and more weeks in the year than is

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the custom West. The age at which pupils enter is determined by law, custom and the wish of parents. It is the duty of teachers to observe the facts and conform the school work to the age and development of the children in hand. It is fortunate that, like so many other things in which the free will of the individual, influenced by the instincts of the race, governs, first entrance to school is a matter that is usually rightly self-regulating. Those who ought to go to school at an early age are the children of parents who will send them early, and those who, from their organization, mature more slowly, have the good fortune to be born to parents who care for them in their homes or send them to a good kindergarten or sub-primary school. A child of intellectual proclivities ought not to go while very young, even to a kindergarten.

But parents usually regulate this matter wisely, and I do not regret as much as some do to see in school the baby faces of children who look to be four years old, but whose mothers affirm that they are five. The less intellectual a child is, the earlier he should be sent to school, and the school should be made to fit his condition of mind, body and habit.—H. S. TARBELL, *Superintendent.*

WARREN.—*Kindergarten Principles to be Used.*—While we cannot expect to make use of the kindergarten system in its entirety, still the general principles upon which it is constructed, being but a transcript of the laws governing the child's nature, and a large proportion of the material aids to illustration belonging to it, can be used with great advantage. It is very desirable that we should add to these means of illustration from time to time, for nowhere are such aids more essential than with the very young, to whose powers of observation we must especially appeal, and who have less ability than the older pupils to carry a picture in the mind without assistance from the bodily senses.—W. N. ACKLEY, *Superintendent.*

WESTERLY.—*Importance of First Teachings.*—A great mistake is made many times in securing teachers for primary and mixed schools, particularly where a large proportion of the children are beginners. It is too often taken for granted that only small qualifications are needed for such schools. The future of the child and of the school depends largely upon the first teachings. If methods are used which will awaken an interest, and set the minds correctly at work, habits of industry will be formed which will tend most certainly to make the future progress more easy, quick and sure. We must begin our school work aright. The foundation must be stable and perfect, if we would have a permanent and valued structure. Old methods of instruction in primary and mixed schools must give way to the new and more natural way of teaching; and to this end, every school-room should be liberally supplied with charts, globes, maps, blackboards, and other essential aids, which the good teacher can and will use, producing a result far outweighing their cost.—S. H. CROSS, *Clerk.*

WOONSOCKET.—*Dangers of Too Large Numbers.*—The great part of our school children are in the primary department. In some of the districts the grading is imperfect, because the numbers are small and the attendance inconstant. In order that justice may be done to the children whose stay in the school is destined to be short, the teacher has been, to the utmost, protected from a crowd. A mistake has been made, heretofore, in placing too many of these little ones under

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a single teacher. Many of them are of French and other parentage, and are ignorant of a word of English. Now, when it is not ignorance that expects a teacher to do justice to sixty of such little ones, it is wickedness. The teachers must have opportunity to take their little pupils individually and in small groups during the day and often. They need, more than children of American parentage, recurring instruction.—C. J. WHITE, *Superintendent.*

RULES AND REGULATIONS.

CUMBERLAND.—*Adopted October, 1884.—Of Teachers.*—1st. The school-houses shall be opened and the teachers present at least fifteen minutes before the beginning of each session.

2d. The schools shall be opened at the morning session with the reading of the Scriptures, or the reciting of the Lord's Prayer, or both. It is also desirable that singing should find a place in such opening exercises.

3d. The furniture, apparatus, and all other property in the school-houses shall be under the special charge and care of the teachers therein, during school hours. They shall see to it that the said property be not defaced or otherwise injured by the scholars; and it shall be their duty to give notice at once to the trustees of any repairs or supplies that may be needed.

4th. The teachers shall give careful attention to the ventilation and temperature of their school-rooms, avoiding the extremes of heat and cold; opening and airing their rooms at recess, and at the end of each session. They shall also take all needed sanitary precautions to guard the health of their pupils. When the scholars, in times of inclement weather, enter the school-room with wet feet and damp clothing, they must be required by the teachers to thoroughly dry them before proceeding to their studies.

5th. The schools shall be in daily session six hours throughout the year.

6th. During term time the schools shall be kept every day of the week except Saturday and Sunday, and except legal holidays. There shall, however, be granted two half days in each term to every teacher, to visit other schools. With the above exceptions, and except in cases of emergency, no regular session of a school shall be suspended without permission of the school committee.

7th. In cases where teachers visit other schools, they shall notify the superintendent in writing, at least three days beforehand, of their intentions to make such visits; and after such visits have been made they shall inform him of the names of the schools visited, and the time spent in each.

8th. There shall be two daily sessions of the schools of three hours each; and in each session there shall be a recess of fifteen minutes, of which no pupil shall be deprived; though for punishment he may not be allowed to take it at the regular time with the school.

9th. No pupil shall be detained more than fifteen minutes after the morning session, or more than an hour after the afternoon session, without previous notice given to parents or guardians.

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10th. For violent opposition or gross misconduct, a teacher may suspend a pupil, giving immediate notice thereof, in writing, to the parent or guardian, and to the trustee and superintendent.

11th. The teachers shall enroll the names of all the scholars attending their respective schools; they shall call the roll at each session and mark all cases of tardiness and absence.

12th. The teachers shall not resort to unnecessary or unusual modes of punishment for the correction of scholars.

13th. The teachers shall see to it that their rooms and entries are frequently swept and dusted, and that everything in and about the school-house is kept in as neat and tidy a condition as possible.

14th. It shall be the duty of the teachers to fill all blanks, and make such returns as may be required of them by law.

15th. In districts where there are several schools in the same building, the principal of the school of highest grade shall exercise a general supervision over the other schools in the building. He shall also make such regulations, subject to the approval of the school committee, in regard to the grading of the lower rooms and promotions from one room to another, as may be expedient.

16th. On the first day of each term every teacher shall give notice in writing to the superintendent that the school has commenced, and a similar notice shall be given him, at least two weeks before the term ends, of the close of the school.

17th. The teachers shall see to it that these "Rules and Regulations" of the public schools, prescribed by the school committee, be posted in a conspicuous place in the school-room; and that the rules and regulations for the pupils be read at least once a term.

Of Scholars.—1st. Pupils shall be admitted to the public schools who have attained to the age of five years and are residents of the town.

2d. To guard against contagion, no children shall be admitted as pupils in the public schools of this town, unless they can give satisfactory evidence, either in the form of a certificate from a physician, or otherwise, of having been vaccinated.

3d. Pupils must not be dismissed during school hours, except on the written request of parents or guardians, and except in cases of illness or sudden emergency. The teachers, however, shall have discretionary power to dismiss pupils in the lowest grades, when they have finished their recitations.

4th. Pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, and all disgraceful practices; to conduct themselves in a quiet, orderly and decent manner, both in and out of school; to be punctual and constant in attendance, and to be cleanly in person and dress.

5th. Every pupil who shall anywhere on or around the school premises, use or write any profane or unchaste language, or shall draw any obscene picture or representation, or cut, mark, or otherwise intentionally deface any school furniture, or building, inside or out, or any property whatsoever belonging to the school estate, shall be punished in proportion to the nature and extent of the offence, and shall be liable to the action of civil law.

6th. Any pupil who shall leave school without permission, or without a reasonable excuse, shall not be admitted to the school again without a permit from

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the school committee; and all teachers are hereby instructed to record in their school registers all such absences, with the dates thereof.

7th. Any pupil who shall leave school during the last two weeks of any term, without such permission or excuse, shall be deemed to have purposely evaded the public examination of the school, and shall not be admitted again until such examination shall have been given him or her, at the discretion of the committee.

8th. Pupils shall not change their relations from one school to another, without special permission from the school committee.

9th. The occasions which shall furnish sufficient cause for a pupil's suspension are the following: flagrant misconduct; absence of more than five consecutive half days without excuse; leaving school during the last two weeks of the term without a satisfactory excuse; intentionally defacing school property; and the commission of the following acts on or about the school premises: habitual profanity, use of unchaste language, drawing of obscene pictures, or having the same in possession, and having fire-arms on or about the person.

10th. Questions of expulsion shall in every case be determined by the school committee.

LITTLE COMPTON.—*Revised May, 1884.*—1. Schools to be opened at nine o'clock in the morning, and to consist of two sessions of three hours each, with an intermission of not less than one hour.

2. Each scholar shall be entitled to a recess of fifteen minutes; Provided, that if the order or discipline of the school requires it, the teacher may cause any scholar to have his recess alone.

3. The government and discipline of the school shall be of a mild and parental character, and the teacher shall endeavor by mild measures to bring the scholars to obedience, and in cases where corporal punishment is necessary, it shall be inflicted with judgment and discretion.

4. The teacher shall have control of the scholars from the time they come upon the school grounds until they leave.

5. The teacher is expected to be an example to the scholars in morals and deportment.

6. Teachers are allowed to visit other schools one day in each term, but the time so allowed shall be used for no other purpose.

7. Smoking or chewing tobacco upon the school premises is forbidden.

8. Any scholar who tyrannizes over younger or smaller scholars shall be excluded from the school.

9. Every pupil who shall, on or around the school premises, use or write any profane or unchaste language, or shall draw or cut any obscene picture, or representation, shall be excluded from the school.

10. Teachers will be held responsible for the prompt and efficient enforcement of the above rules.

SOUTH KINGSTOWN.—*Obedience of Teachers to Regulations.*—Our best teachers not only cheerfully comply with the school regulations, but take especial pains in ascertaining what their duties are, relative to their schools, patrons, and to the school committee. The School Manual says: "The attention of the teachers and pupils should be regularly called to the rules and regulations, and violations thereof should not only not be winked at, but made a matter of serious treatment. —E. C. TEFFT, *Superintendent.*

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WOONSOCKET.—*Rules for Evening Schools.*—1. Sessions of the schools will be held on Monday, Wednesday and Friday evenings, from 7.30 to 9 o'clock.

2. Teachers will be present fifteen minutes before the opening of the session.

3. No person will be admitted to the schools who is under fifteen years of age.

4. Admission to the schools will be granted to those only who bring a recommendation from a superintendent, overseer or other employer, or from the superintendent of the public schools. Said recommendation shall be considered a guarantee that the applicant will observe the rules of the schools and attend their sessions punctually for the full term, except in case of sickness.

5. The length of the term shall be at least fifty nights, if the attendance is sufficient to warrant such continuance.

6. The teachers will not tolerate any insubordination, but will at once discharge any disorderly person and report the same to the party whose recommendation he or she brought. These schools are for those who were deprived of early opportunities of education, and will be kept sacred to their use and profit.

7. The branches taught and the books used will be the same as those authorized in the primary and grammar grades of the public schools.

8. The principals will obtain, through the book distributor, all text-books required. It is, however, recommended to all pupils of the evening schools that they purchase and own their own books, since the books belonging to the town cannot be taken from the school premises.

9. It is respectfully suggested to superintendents, overseers and other employers of youth that they call the attention of those in their employ to the opportunities of education afforded, with such counsel as to them may seem best suited to the end in view.

The experience of the past year affords no ground for material change in the foregoing rules. It is only necessary to enforce them more strictly. If the young people could assemble at 7.15 instead of 7.30, it would be a great gain, and the sessions should begin as early in October as possible, that the term may be brought to a close before the Lenten season. The advent of holy day reduces the average attendance very seriously.—C. J. WHITE, *Superintendent.*

SCHOOL-HOUSES.

CHARLESTOWN.—*School-Houses Should be Attractive.*—Every school-house should be pleasantly located at a suitable distance from the highway, with ample playground for all the children, so that they need not resort to the public roads or private grounds for recreation. The school-house and surroundings should be pleasant and attractive, that the children may be encouraged to take an active part in making them more beautiful and agreeable. In this way they would be led to cherish, respect and admire the situation, which would secure a greater benefit to them than the one in which these sentiments were entirely reversed.

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Make your country schools and homes attractive, or you will soon find the youths deserting the farm for the pursuits and allurements of the city.—W. F. TUCKER, *Superintendent.*

CRANSTON.—*The Best Method of Heating.*—The people of Auburn district are to be congratulated upon the advantage to be derived from the introduction into the school building of Gold's Improved Steam Heating Apparatus. The first furnace which was placed in the new building, after a thorough trial, proved itself totally inadequate. The trustee, believing that the first consideration should be the health of the children, and that it would be very wrong to endanger their lives by the low temperature resulting from the inability of the furnace to supply sufficient heat, promptly began to agitate the necessity of heating the beautiful and commodious building to the degree of safety and comfort. At a district meeting the matter was thoroughly discussed, and a live committee appointed to thoughtfully consider and report upon the most feasible plan for heating the building. At a subsequent meeting the committee made a full and impartial report, with recommendations; all of which were received and approved with great unanimity. The expense (some $800) seemed at first considerable, but that did not prevent favorable action. To-day the Auburn school building maintains the lead, and without question is the largest, most imposing, comfortable and convenient one in this town. It has been said that every school-boy has to live in his own day, and that a school that is behind the age is lacking in the first requisite of a practical education, namely, the putting of its possessor in accord with the spirit of the times.—J. A. LATHAM, *Superintendent.*

EAST PROVIDENCE.—*The Mauran Avenue School-House.*—Agreeable to the recommendation of the school committee, the tax-payers, last April, passed the following vote, viz.: *Voted,* That the school committee is hereby authorized to build a four-room school-house on or south of Warren avenue, at such location and in such manner as they may approve.

As soon thereafter as the necessary arrangements could be made, the site was selected and work commenced. The location chosen is on the corner of Mauran avenue and Sixth street, and is one that will accommodate the population living southerly therefrom, and at the same time relieve somewhat the primary school on Potter street, and also help the crowded condition of Grove avenue. The buildings were erected in accordance with plans prepared by Messrs. Wm. R. Walker & Son. The school-house is a four-room wooden building, 60x61 feet, with boys' entrance fronting on Sixth street, the girls entering from Mauran avenue, and is, as regards architectural beauty, outside and inside, workmanship and finish, second to none in the town. The all-important matter of heating and ventilation was carefully considered.—*Committee.*

LINCOLN.—*New School-House at Lonsdale.*—A school-house in District No. 4, Lonsdale, has been built on Prospect Hill. The building is a tasty structure of Taunton brick, laid in black mortar. It is two stories in height, and contains two school-rooms, 31½x33 feet in size, with accommodation for sixty-four pupils in each. The lower room only is furnished. The building is heated by steam. The plans and specifications were made by S. D. Learned. The house and fixtures cost $6,660.

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The School-house an Educator.—The building itself is an educator, and lessons are taught in the yard as well as in the school-room. We do not approve of extravagant outlay. But as we would teach children to be thrifty and neat, we should set before them good examples in school-houses and their surroundings that are kept in good order. Things out of repair hinder, in more than one way, the work that ought to be done. Object lessons in tottering fences, broken windows, worn-out stoves and other neglects, should not be allowed on school premises.—*Committee.*

NORTH KINGSTOWN.—*Educational Value of a New Building.*—During the year another new school-house has been built in the town. It has been said that men and boys always behave better when "dressed up" than at any other time; and I believe that the condition of the school-house has no less effect upon the mind and manners of the pupils. A large part of their waking hours is spent in the school-room, and I see no reason why its walls should not be made as attractive as those of home, and its whole aspect as congenial as possible.—W. C. BAKER, *Superintendent.*

SIZE OF SCHOOLS.

PAWTUCKET. — *Over-crowding Injures Efficiency.* — Where the school is over crowded, no teacher can properly instruct them. The head of a family, with even eight or nine children, finds difficulty in properly controlling them, and complains of the commotion which they cause in his home. What shall be said of the teacher who has an average number of *eighty* belonging to the school? She cannot, without great exertion, even keep them in respectable order, to say nothing of teaching. It does not seem to me that any teacher can do satisfactory work with over fifty children in the lower grades, or more than forty in the higher. This number should be the number actually belonging to the school at that time, and corresponds very nearly to the "average number belonging." When more than fifty children are placed in charge of one person, all must suffer more or less neglect. There is abundant testimony from those who, by their large experience and careful attention to this subject, are best qualified to judge, that the number of children for each teacher should be less than the number given above.

Poor Expedient.—There are no less than fifteen schools in the town having an excess of a proper number, some of them largely so. It has been thought wise, as a temporary expedient, to employ an additional teacher at small expense to assist in some of the rooms especially crowded. The employment of two teachers in the same room, or the use of a small, unventilated cloak-room, or an uncomfortable hall-way for purposes of recitation, is at best only a poor substitute for additional accommodations. It seems to be better, however, than the plan reported from one of our large cities, viz.: to refuse to admit any pupil after a certain specified number has been received.—A. F. PEASE, *Superintendent.*

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WARWICK.—*Lack of Funds Prevents Supply of Teachers.*—Trustees are required by law to provide a teacher for every fifty scholars in average daily attendance, and are also authorized to provide books for those unable to provide for themselves. As trustees do not provide teachers or books at their own expense, this is rendered impossible for the want of funds. In two of the crowded districts are unused rooms, because there is not sufficient money to sustain another school. This deficiency is not owing to the fact that excessive wages are paid to teachers, as is seen by comparing the cost of our schools with the cost of schools in other towns. The cost per scholar, considering teachers' wages, is lower in Warwick than any other town in the State except one. On a scale of 36, Warwick, in comparison with other towns in the State, stands 36 in per cent. of school population attending any school, 31 as to amount of town appropriation for public school per school population, and 36 as to amount spent for current expenses of public day schools per school population.—W. A. BRIGGS, *Superintendent.*

STUDIES.

BRISTOL.—*Correct Use of Language in Lower Schools.*—This is a point in which there is a chance for improvement. There are a few common expressions which a large part of the scholars invariably use that are very ungrammatical. I refer especially to the use of the double negative, and to the misuse of the nominative and objective. Two years, near the close of the school life of a large majority, spent in parsing, analyzing and diagramming sentences, will not remedy this evil. The scholar at that time may know the reason why it is not right, but he has formed the habit of speaking incorrectly and it is hard to break up. These few common cases should be drilled into the little children, and continued through their school life. It is not necessary for them to know the reason, but simply to know which is right and which is wrong.—J. P. REYNOLDS, *Superintendent.*

BURRILLVILLE.—*Authors' Days.*—The custom of celebrating the birthdays of authors and statesmen has been generally adopted in the schools, and very pleasant and profitable exercises have been arranged by most of the teachers as the days occurred. The pupils read or recite selections from the poets, and sketches and incidents in the lives of eminent men. If the faithful teacher carefully directs these exercises, they cannot fail to secure the best results. The pupils will learn the use of reference books, will become familiar with the writings of our best authors, and thus lose their interest in the trashy and exciting literature of the day.

Need of a Course of Study.—In addition to the suggestions I have herein offered, I respectfully add that a prescribed "course of study," with graduation, would greatly promote the interests of our schools. By this, I mean that the common branches now taught be systematically pursued.

It often occurs, when large classes are formed in certain studies, after a short time some of the pupils ask to be allowed to discontinue the study, either from

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a lack of interest or fancied distaste for the branch being pursued. This request, sanctioned, *of course*, by the parents, is granted, though reluctantly, by the teacher, for she is aware those pupils fail to secure the advantages of the school. Again, many pupils who leave school at an early age, would be retained much longer than they now are if they were to receive a diploma or printed certificate on the completion of the course. Another important reason for this recommendation, is that the progress of the schools would not be so seriously retarded by the frequent change of teachers; the course prescribed by the superintendent and school committee being familiar to all, the pupils could not be "put back" by new and inexperienced teachers. And last, but not least, the common branches being thoroughly completed, our scholars would not fail to pass examination for entrance to any high school to which they might apply for admission. Therefore I earnestly recommend that all pupils who shall thoroughly complete a "course of study" prescribed by the school board, and shall also have attained a high rank in deportment satisfactory to the teachers, shall receive a printed certificate or diploma, signed by the chairman and clerk of the school committee.—CAROLINE F. PEIRCE, *Superintendent.*

CRANSTON.—*Drawing.*—Some of our teachers are devoting Saturdays, and other spare moments, to self-improvement. Realizing the importance of drawing, some are earnestly applying themselves to that branch, in order that they may properly present this subject to their scholars; and in many of our schools creditable results have been secured. To this important branch of education, at least two hours each week should be devoted, and as it is a help to other studies, it is claimed by some that, next to the "three R's," it is to-day the most essential study in the schools.

Temperance.—The General Assembly, at its last session, enacted the following law: "The school committees of the several towns shall make provision for the instruction of the pupils in all the schools supported wholly or in part by public money, in physiology and hygiene, with special reference to the effects of alcoholic liquors, stimulants and narcotics upon the human system." If the law is wisely carried out, it must be productive of great good. The attention of pupils will then be directed to the laws governing their own being, and to the observance of hygienic laws in daily practice. When such subjects as "Why we eat," "What we eat," "How we eat," "How digestion goes on," "How the blood nurtures the body," and "How the mind gets ideas and expresses them," with countless other similar questions of equal importance, are discussed and understood by the pupils, we may look for improvements in food, in dress, in ventilation, in habits, and in all things that pertain to living. The committee are in full sympathy with the law.—J. A. LATHAM, *Superintendent.*

CUMBERLAND.—*Mental Arithmetic.*—The committee voted that Colburn's Revised Mental Arithmetic be adopted as one of the text-books. In thus voting, it was their design that it should be employed as supplementary and auxiliary to those already in use. Few studies serve so well to promote that intellectual training which is so valuable to the young, as does this of *mental arithmetic*, especially when the pupils are thoroughly drilled and instructed in it. Not only does this study enable those who have pursued it to go through processes of calculation with increased accuracy and rapidity, but it also teaches the children to

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think and reason, to give the why and wherefore of things, and to search for root ideas and principles, thereby tending in no slight degree to strengthen and invigorate their reasoning and perceptive powers.

U. S. History.—The committee also voted to substitute Scudder's History of the United States for the one now in use. Too many of our histories are little more than dry, meagre skeletons of facts, their materials badly woven together, and the subjects treated in a manner utterly devoid of life, color and animation, so that the child shrinks from the study of them as from a harsh and repulsive task. Now it is plainly desirable that our youth should be well grounded in the history of their country, and this is a branch which can by no means be left out in any well considered scheme of common school education. In a land toward which the tide of immigration sets so strongly and steadily as with us, the wish is a natural one on the part of its citizens, that the children of foreign parentage, as well as those whose parents have been born on the soil, should be well instructed in the history of our country, and learn something of the nature of its political institutions. They should be instructed in the causes that led to its colonization and settlement, and in the reasons for its revolt from the Mother Country; they should know the story of its subsequent wonderful growth and development, and be familiar with the list of honored and illustrious names that adorn its annals. It will be the inevitable result of such study, properly pursued in our schools, to make both patriotic and enlightened citizens; and hence we claim that the study of it should be general among our pupils when they have reached the proper age, and that the text-books used should be the very best, and the ones most calculated to arouse and sustain the interest of the scholars.

In compliance with the law recently enacted, it was voted to introduce Blaisdell's Young Folks' Physiology. It is not, however, required that all the children in the lower grades shall be put to the expense of purchasing this book. If a large number of our children are to receive instruction on this important topic, it must be done orally; and here much will depend on the tact, skill, freshness and variety of illustration, which the teacher can bring to bear on the subject. It seems the most desirable way to meet this difficulty, and to avoid subjecting the pupils to unnecessary expense, that a suitable book on *temperance physiology* should be placed on every teacher's desk, and they be required to read it in course a certain number of times a week. And to help make it clear and level to the comprehension of the pupils, they could use such illustrations and comments as might suggest themselves to them. The committee therefore voted that a copy of Mrs. Hunt's Temperance Physiology be placed on every teacher's desk.

Things too much overlooked.—Among the subjects which do not receive in many of our schools the attention they deserve, may be mentioned *declamation* and the writing of compositions. We believe that the children should be required frequently to commit to memory choice selections of poetry and prose. It has been said that the signal mental defect of many of our school children is the almost incredible scantiness of their vocabulary; and the learning by heart of these recitations is defended on the ground that it enlarges their vocabulary, and with their vocabulary their circle of ideas. At the same time it brings them under the formative influence of really good literature.

So, also, with *composition writing;* let the pupil begin with simple language lessons, and from that go into writing with more or less fullness on some assigned

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topic, and the child will soon acquire a growing mastery of the resources of his mother tongue, and be able to express his thoughts, either in speech or in writing, with directness, vigor, and elegance. It seems to us that one afternoon each week might profitably be employed in such exercises, for it certainly would be a pleasant break in that monotony and routine of school work, of which pupils and teachers so often complain.—R. MURRAY, JR., *Superintendent.*

EAST GREENWICH.—*Temperance.*—The introduction of the study of physiology has met with considerable opposition, and sometimes with stubborn resistance on the part of the parents and guardians. They seem to forget that their children are not under their control while in the public schools, being cared for and educated by the public money; but such, nevertheless, is the wise provision of the law.—S. W. K. ALLEN, *Superintendent.*

GLOCESTER.—*Physiology and Hygiene.*—Physiology and hygiene having been by law added to our list of studies, claim a share of attention. Like other branches their usefulness depends largely upon the manner of presentation and illustration. The memorizing of the number of bones in the body, or their names, should not be the highest object aimed at. Their situation and use should be explained so far as may be done with propriety. Let our children be taught to care for the body by avoiding improper food, drink and poisons of all kinds, no matter how popular or universally used.—T. IRONS, *Superintendent.*

JOHNSTON.—*Leading Deficiencies.*—As a general thing, the common English branches are well taught in all our schools. The studies most liable to be neglected are reading, spelling, history and penmanship. I have tried with some considerable success to remedy this difficulty. A reading lesson demands as much study as an arithmetic lesson. I have known a pupil to fail on a problem in arithmetic because he could not *read* it understandingly. I have encouraged as far as I could the "Word Method" of teaching reading in classes of beginners. One teacher very successfully combined the "Word Method" and the "Phonetic Method." The disagreeable sing-song method of spelling which prevailed a few years ago in our town, has almost wholly been broken up. I have urged a judicious combination of oral and written spelling with all pupils sufficiently advanced to write.—V. F. HORTON, *Superintendent.*

LITTLE COMPTON.—*Temperance.*—The state law requires that physiology and hygiene, with special reference to the effects of alcoholic liquors, stimulants and narcotics upon the human system, shall be among the studies pursued. Some action should be taken by the committee in the matter and a work of the kind introduced.—SUSAN H. BROWNELL, *Superintendent.*

NORTH KINGSTOWN.—*Temperance.*—There have been no new studies of importance introduced in our schools during the last year; and while the General Assembly has prescribed that the "school committees of the several towns shall provide for the instruction of the pupils, in physiology and hygiene, with special reference to the effects of alcoholic liquors, stimulants and narcotics, upon the human system," I know of nothing having been done about it in our town.—W. C. BAKER, *Superintendent.*

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PAWTUCKET.—*Music.*—In some of the schools a marked improvement in music is manifest. This is due principally to the interest and zeal of the teachers, for without their earnest and careful attention in the study of this science, the efforts of the music teacher will be of little use; and it is hoped and expected that the teachers in all of the schools will see that this branch of study is not neglected or omitted, but regularly and faithfully taught daily in future. The influence of this study is restful and refining, and the schools where it is the most successfully taught and practiced are usually the happiest and best schools.—*Committee.*

Number.—Instruction in concrete numbers should be commenced very early in the child's education. It has been demonstrated that simple combinations can be made by very young children. Reading and even writing and drawing develop only a portion of his powers. Quite distinct and certainly as important powers lie dormant for some time, unless they be awakened by some such work as that suggested above. If the combinations as far as twelve or fifteen be taught in connection with the first part of the first reader, then the work in arithmetic will follow more easily and naturally, and one important obstacle to the future advancement of the child has been, if not removed, greatly diminished. It seems important that children should commence writing and drawing from the beginning of their school life, and thus train their hands and minds at the same time. Many children receive almost their whole education in the primary grades, and unless they learn to write, at least their name, they may be dependent on others for this service during their whole life.

Drawing.—The interest of the teachers in drawing was displayed recently when an opportunity was offered them of improving themselves in this branch through the agency of the State scholarships in the School of Design at Providence. Nearly double the number that could be accommodated applied at once, and have since been receiving instruction relating to their school work. They spend two hours on Saturday forenoon each week for this purpose. The interest thus evinced appears in the work of the pupils. Very creditable samples of pupils' work in the lowest grades were recently sent to the Exposition at New Orleans.

Reading.—Greater progress in reading can be made in the lower grades by a freer use of supplementary reading. This kind of work has been performed in the higher grades for several years, but some difficulty has been experienced to obtain suitable graded matter for primary use. A small amount was obtained a few months since, and the success attending its use is such as to warrant a slight further expenditure in the same direction. A general increase of efficiency has been secured in this, as well as the higher grades, by making the series of readers uniform through the town. Now the charts, readers and spellers are arranged on the same principle, as they are prepared by the same author. By this change the frequent purchase of new books by families moving from one side of the river to the other is obviated.—A. F. PEASE, *Superintendent.*

PROVIDENCE.—*Modern Languages.*—During the year the study of modern languages, so far as French is concerned, has been continued in the high school. A native teacher has been employed, and we are satisfied that this will prove the beginning of good work in this important direction; one which seems to us, considering the intense practicality of the age, and the small percentage of scholars leaving the high school for college or professions, to be in advance of the classics. *Committee.*

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Drawing.—It seems evident that no great uniformity of work in drawing prevails; nor does there appear to be sufficient attention given to the subject. This work should begin with the first day of school life. It might be done upon slates and blackboard during the primary course, beginning the use of the book and pencil as now in the intermediate grades. It is important that the ability to execute should keep pace in its growth with the ability to criticise and appreciate. In other words, the hand and the eye should be trained coördinately. When this is done, the pupil is constantly pleased with his efforts and satisfied with his progress, because his mental demands are constantly met by the skill of his hand.

Drawing as taught in our schools is not picture-making. It has an industrial, an æsthetic and an educational purpose. We are fortunate in having a system of drawing which recognizes these purposes and provides for them. Ability to read a drawing lifts a workman at once above the mere laborer and adds to the value of his services. All the industrial schools have courses of study including as their central element a large amount of instruction in drawing. Wherever the demand for workshop instruction, for making the schools practical in the industrial sense, is strong, there the demand is greatest for instruction in drawing. Next to the "three R's," the most essential subject of study in our schools is drawing. It is not a hindrance, but a help to other studies. Writing, arithmetic, geography, in differing degrees, each finds it an aid.

We cannot do in the common schools all we ought to do to prepare youth for the practical duties of life. We do not yet know how; though the way to do this is through a knowledge of the work in other countries and the experiments in this, coming more clearly into view. But upon the utility of drawing there is now no considerable questioning. Certainly in a manufacturing city like Providence, where mechanical skill is an important element of the industrial value of so large a portion of the population, the great importance of drawing in the public schools can hardly be questioned.

I recognize the value of the instruction in drawing already given in the schools, and that by many teachers a very creditable effort is made to secure good results; but so little is the time spent and so little the attention generally paid to this subject, that the general result is not one to be gratified with, unless it be that we should be thankful that we have made a beginning and that "things are as well as they are." I recommend, then, that one and one-half hours per week be allotted to this subject in the several schools below the high school, to be divided according to the judgment of the teachers. In the primary grades, probably four lessons per week of about twenty minutes each; in the intermediate, three lessons of thirty minutes each; and in the grammar grades, two lessons of forty-five minutes each.

This time is sufficient and could all be profitably spent. We might thus accomplish the course designed by the authors of the series of books we have in use and reach the standard of the best schools in this subject.

Temperance.—The legislature was doubtless led to pass the act in regard to instruction in temperance by the same influences that have operated elsewhere. It is a far-sighted movement, born of discourgement at past results, and looking to the re-establishment a score of years hence of the present methods of warfare, with the vantage of an enlightened sentiment in a new generation trained in the

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schools to know and appreciate the evils against which the warfare is waged. With the purpose of this law I have full sympathy, and as it is now a law of Rhode Island, we should execute it in letter and in spirit.

There are two elements lying at the foundation of the result sought to be reached by this law—science and sentiment. There is, first, the scientific demonstration of the harm to the human system from the use of "alcoholic liquors, stimulants and narcotics," and, quite as important, the inculcation of the sentiment that for this and other reasons their use is to be avoided, not merely as a harm, but as a wrong.

The inculcation of this sentiment, vitally important, falls into association with the other moral instruction of the schools, of which there is so much more than the schools generally receive credit for, but which is so much less than the great need of society and the State.

This law is a recognition, worth pausing to consider, of the great principle which has found its clearest utterance in Germany. "What you would have appear in the life of a nation, that put first in the schools."

Theory of State Education.—We must recognize the right of the State to make new demands of the schools. Primarily, the duty of education rests with the parents. That part of education which has for its purpose the perfection of the individual and his personal advantage belongs in the first instance wholly to the parent to provide. That part of education which is for the furtherance of those mutual interests which mankind have, because they live in society, it belongs to society to provide. That education which is essential to the strength, safety and perpetuity of the State, should be furnished by the State. These several requirements overlap each other, largely correspond, and when provided for one, are secured to all. Hence the State, as the agent of the parent, society and itself, has provided the public school as the instrument for securing these ends. The State, then, properly charges the schools with securing, so far as lies within their means, to the children in a community all the instruction and formative influence, intellectual and moral, that fit them for their own happiness and for usefulness to society and the State.

It seems, therefore, that this law lies fully within the bounds of the relationship the State bears to the schools.

Society More Effective than School.—It is worth noting, however, that children in schools usually live with their parents and move in society, and that in all matters pertaining to opinion the current thought of the community is greatly more effective than school instruction. While the schools may teach the effect of alcohol on the human system, this will have an effect on the habits and opinions of youth, small compared with home influences, or the fashions of society. As Richter says: "It is the century much more than the school that educates." Hence I anticipate that many of those most earnest to secure this instruction in the schools will finally be disappointed at the meagreness of the result.

It is to be hoped that along with the study of the effect of alcohol may come the greater study of the laws of health, of which the former is only a part. If education is a preparation for right living, surely a knowledge of the laws of health, of the care of the body and its organs, is a very essential part of a good education. This knowledge can be communicated in various ways, according to the age of the pupil and the means at the hand of the teacher.

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Plan of Work.—Nothing better occurs to me than to have furnished to the teachers outlines for suitable talks on hygiene, including the effect of alcohol, to the pupils of the lower grades; to provide for the first intermediate grade some suitable reading book which would convey more fully the same information; and to add to the studies of the first grammar grade the subject of physiology and hygiene as contained in some one of several admirable text-books recently published.

The work now being done in the high school is doubtless sufficient in this direction. It may be objected to this plan that the first grammar grade is already sufficiently burdened with work, and that the additional labor involved falls precisely at the point where quite enough, if not too much, is already required. The question, not of overwork, but of keeping the law, is now being considered; but I think if time to make the necessary adjustments be given, the work may be so apportioned that in this respect it may be at least as well as now.—H. S. TARBELL, *Superintendent.*

RICHMOND.—*Memory Exercises.*—I have been pleased to hear in several schools short selections of poetry by the school in concert from memory, which have been written upon the blackboard by the teacher at first and then learned by spending five or ten minutes each day upon this subject.

Temperance.—I have purchased Brand's Lessons on the Human Body, and requested teachers to take this subject up in the form of weekly talks. This book was prepared to meet the demands of the new temperance laws, and is recommended by the President of the W. C. T. U.

Music.—Some of our teachers have had singing in their schools. It has a good influence, and not only tends to create a good feeling between teacher and pupils, but lessens the task of government.—C. J. GREENE, *Superintendent.*

SCITUATE.—*Physiology.*—In accordance with the State law, the study of physiology has been introduced in all the schools, and a text-book adopted by the committee at its last meeting will be placed in the hands of the teachers in a few days. Considering the large percentage of small scholars in most of our schools, I have caused this subject to be taught didactically, believing that, in this way, the best results will be obtained.—W. J. SMITH, *Superintendent.*

SMITHFIELD.—*Temperance.*—Great needs were met at the beginning of the year by the adoption of the following rules relating to special branches of instruction:

Every teacher shall give instruction to all the schools, by general exercises or otherwise, at least once in two weeks, on temperance and the use of alcoholic beverages in its physiological and moral aspects.

Every teacher shall give instruction in the elements of morality, both as occasion may offer and by special talks and exercises, making such instruction as practical, complete and systematic as possible.

Special and systematic instruction shall be given in manners.

Candidates for certificates to teach must be examined in physiology and hygiene, "with special reference to the effects of alcoholic liquors, stimulants and narcotics upon the human system."

These rules have been followed in the main faithfully through the year, and the results are already gratifying. Still further provision will be made by the committee for successful instruction in physiology and temperance.—*Committee.*

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SOUTH KINGSTOWN.—*Grammar.*—Almost every branch of study introduced into our public schools is receiving more attention, and seems to be claiming a new and increasing interest. The teaching of grammar has been particularly noticeable in several schools. An almost universal rule with many of the teachers in conducting the recitations in this important study, is to train their pupils to form sentences and express their thoughts in a grammatical and logical manner. This is one of the best modes of learning the English language. In several of the schools the writing of compositions was very creditably conducted. Some of our best teachers have drilled their classes upon the use of words. One of our best teachers had a class who seemed to have an excellent idea of each word in a sentence, and the shading of thought that each expressed.

Physiology and Hygiene.—This branch of study which has been recently introduced into the public schools, has been taught in most of the schools during the past year. That physiology should be an obligatory branch of instruction in all the schools, is both desirable and practicable. Ability to teach this branch of study will be reckoned one of the essential qualifications of a teacher, and no teacher should be certificated who has no knowledge of it. The School Manual, in remarks relating to the qualifications of teachers, says: "Every teacher should possess at least an elementary knowledge of physiology and the laws of health. Such knowledge is indispensable to the proper regulation of the air, temperature and light of the school-room; and also to that care of the children which should be given to them daily, if they are to do their best work at school, or are to grow up to lives of vigorous manhood and womanhood."

Choice of Studies.—It often happens that pupils wish to take up certain studies which they are not prepared to study with advantage. They are too young to judge wisely what their own interests demand. In all such cases, aside from the action of parents, teachers should exercise a care, and advise and lead the pupils to make a wise decision respecting what studies would be best for them. In my visits I have been somewhat surprised to find scholars allowed to take up the studies of algebra and book-keeping, without having a fair knowledge of the first principles of arithmetic, and no knowledge of the English language—two branches of learning which should demand first attention in the public schools. This has caused the school committee to take the following action, namely: "*Voted*, That the pupils of the public schools of South Kingstown be not allowed to study algebra until they understand the principles of arithmetic as far as involution and evolution; and that the study of book-keeping be limited to the branch of single entry only."—E. C. TEFFT, *Superintendent.*

WARREN.—*Writing in Lower Grades.*—What has been said heretofore of the benefit of writing in the lowest grades is fully substantiated by the test of experience. Slate, pencil and paper have been proved an essential part of the equipment of the pupil presenting himself for the first time at the door of the school-room. Experience, in my judgment, has demonstrated that the fine-spun theories about the teaching of penmanship and the elaborate and perplexing analyses put forth by book-makers, are of value chiefly to ambitious publishers, who must find some point to urge in behalf of their wares. Writing is best learned by *writing*, and if the little one is allowed freedom with pencil and crayon, a kind guidance and correction of errors on the part of the teacher will render him at

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an early day independent of elaborate "systems," and leave him the right and possibility of having an *individuality* to his chirography. In the early part of the year I requested the children of the First Primary grade to write me letters before leaving that room, and I have now a good number of these juvenile epistles that, for general expression and penmanship, are most creditable to the little authors.

Observance of Historic Days.—We should teach life, as well as the best means of preparing our youth for the battle and enterprise of life. And how can we lead them to see life in its true aspect better than through these illustrative characters and events? These observances have seemed specially attractive and helpful to the grammar school pupils. Recently, when the pupils were celebrating the completion of the Washington Monument, specimens of their handicraft were exhibited. These articles, wrought by them at home during leisure moments or at recess, proved that the youth of our schools are not likely to grow up helpless in this direction. The efforts of the teachers to interest the young in such practical training of their powers, and their cordial response, are worthy of especial commendation.

Music.—I am convinced that, aside from its ennobling influence and its power to brighten the home life, music as now given in the schools has a quickening influence upon the mental powers of the pupils, so that the added vigor of mind coming from its stimulating influence more than compensates for the time devoted to the subject. *Variety*, not *inaction*, is true *rest*. We shall sooner remove the tendency to weariness by a wise frequent transition from one subject of thought to another, than by cessation of thought. It is true that there is no "royal road to learning," but we may brighten even the common highway of the masses by flowers and song.—W. N. ACKLEY, *Superintendent.*

WESTERLY.—*Temperance Physiology.*—In accordance with the law requiring provisions to be made for the instruction of the pupils in our public schools in physiology and hygiene, with special reference to the effects of alcoholic liquors, stimulants and narcotics upon the human system, the committee prescribed for use "Brand's Lessons on the Human Body." This law, compelling teachers to instruct the pupils on the nature and effects of stimulants and narcotics, is a long step in the right direction. Far too many children now use tobacco, and the number is rapidly increasing; and persistency in this habit is almost sure, sooner or later, to bring them to the use of stimulants. But few men have become so degraded from the effects of stimulants as not to have an earnest desire that their children may escape the consequences of their use. Baneful and dreadful results are sure to follow their continued use. It is a most favorable sign when the public school is made to do its share towards imparting a knowledge of, and correcting or doing away with, this terrible evil.—S. H. CROSS, *Clerk.*

WOONSOCKET.—*Temperance Physiology.*—In compliance with the law on the subject Brand's Physiology has been adopted for the use of our grammar departments and placed on the desks of all the teachers of the town as a guide to practical instruction upon the physiological effects of alcohol and narcotic poisons. The step has not been taken hastily. It has grown upon the convictions of observing men that if the great increase of crime in the community is to be stayed, the work must begin with the children. They must be prepared to meet the

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temptation of the saloons better than heretofore. President Angell is authority for the following: "Crime more than doubled in Massachusetts in ten years prior to 1878. In the year ending Sept. 30, 1882, there were 5,803 more committed to Massachusetts prisons than in the preceding year. The late warden of the Mass. State prison says he is personally knowing to the existence in the city of Boston of an organization of criminals. It has its president, vice-president, secretary and treasurer. Its records show from what prison and charged with what crime each member graduated. It discusses the best tools, methods of burglary and assassination. It keeps a register of the best criminal lawyers, judges of courts, and has a fund for mutual support. The average age of prisoners is twenty-four years. On the voting lists of the city of Boston there are the names of more than 6,000 persons who have been convicted of crime. The facilities for committing crime are increasing. It is said a machine has been recently invented, costing only $5, with which a skilful burglar can open the strongest safe in thirty minutes without noise. A nihilist lecturer recently stated to a Boston audience that there are now in Europe about 400 schools—he did not say how many in America—whose only object is to teach the use of explosives. He said there are now, waiting use, more than 60 tons of tri-nitro-glycerine, having 93 times the power of gunpowder; that he carried dynamite always in his pocket, and two ounces of the explosive he had, placed at the entrance of the great building where he was lecturing, would destroy the lives of all in the building. Science is making remarkable progress. Steamers can be blown to atoms in mid-ocean, railroad trains be wrecked, safety vaults and magnificent piles of architecture changed, in a moment, into shapeless ruins." The criminal classes are studying these things and they intend to practice them. The instrumentalities heretofore employed to prevent the increase of criminals are not sufficient. The public school must be used. The incentives to virtue, the evils of vice must be more emphatically set forth. Especially must the fountain of three-fourths of our crime, alcohol, be quenched. Let the children be enlisted early on the side of temperance, honest industry, virtue and honor.

Geography.—Very young children may be interested in the subject, for it relates to the home God has given them. They are invited to survey its wonders and be prepared to improve its bounties. The knowledge already acquired of the earth, its hills and valleys, its rivers, its forests, its fruits and grains, must be the starting point and the preparation for the use of books and an introduction to the understanding of maps. A little invention on the part of the teacher will, in this way, make clear and interesting all the essentials of a subject that is often dry and profitless. Do not forget the great law of perspective in teaching the subject. There are certain great things, there are small things, certain near and important things. So teach that the impressions shall lie in the mind as their nature has ordained they should lie.

Grammar.—Use correct language and require the pupils to do the same. Practice them in composition as soon as they can make a sentence; continue the practice. It is practice that makes perfect in this art as truly as in any other. Follow the outline of your text-book in the order of presenting the great laws of language, but as independently as possible, with illustrations from the current language of the school-room and that of daily life. Do not be afraid of requiring certain choice expressions of great truths to be memorized both for their truth's

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sake and their grammatical form. Memory is given us to be used and it can not serve us better than in this way of becoming the storehouse of noble sentiment and beautiful literary forms. Introduce the pupils to a knowledge of the text-book after you have interested them in the subject matter of it. They will then value it. Teach them how to use it and to solve their difficulties by reference to it. Do not try to do everything by oral instruction. Let the pupils do something for themselves, sufficient hints having been given for safe guidance. Let the language lesson be a training of clear and accurate thought.

Arithmetic.—The work of developing number by the use of objects until the child is able to represent all the processes of addition, subtraction, multiplication and division clearly to his mind is universal in our schools. The work in this branch is generally well done. But improvement is possible by a greater use of oral instruction and the frequency of original examples made up from the range of the pupils' existing knowledge. Mental arithmetic, as it has been called, should have place in every day's work up to the high school, and even there five or ten minutes exercise would not be time misspent. Where the mental arithmetic is dropped out it is often found that a pupil will perform all the problems given in the text-book with facility, but given a new question he is at a loss which of the various processes and which of the various rules he is to apply to the solution of it. A daily drill in simple operations that do not require the use of a slate will accustom the pupil to the task of determining the appropriate process and rule to be applied in any given case. Such a drill will have a good effect beyond improvement in mathematical knowledge. It will strengthen the pupil's reasoning power and his self-reliance.

Reading and Spelling.—We have some excellent work in this department of instruction. We have teachers who can use the charts and text-books realizing the aims of those aids. They strive to make the reading lesson from the beginning, not merely a mechanical exercise, but a formative power in the promotion of moral life. It is delightful to sit in some rooms and listen to the classes in reading, to hear the teacher pronounce the words with significant tones and emphasis, revealing a world of meaning, and then to mark how quickly some bright little pupil will catch the feeling and sentiment and echo them. Dr. Stanley Hall has said, "Without exerting or ripening into ethical potency, knowledge is not power but weakness, and is nearly as likely to arm the bad as the good elements of the soul and of society." Reading divorced from its sentiment and moral character is shorn of its finest elements. It fails to attain its noblest results.

Writing.—The children in our schools begin to write the first day they enter them. From almost the start they use the script hand without difficulty. It was once supposed that the little fingers were unequal to anything but pot-hooks and gridirons, but the penmanship of some little six year old pupils will put out of countenance that of many of the elders of former days. There is this danger that the pupil will be left to establish bad habits in writing. It is needful, that in the early stages of his progress, his work be frequently subjected to the careful inspection of the teacher, and that, to avoid errors, he must often write from a correct copy.

Drawing.—Sooner or later drawing must be better taught in all the grades of our schools. It is not necessary that it should be taught as a fine art any more than that reading should be taught as oratory. But to use the pencil or pen to repre-

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sent form and convey by form a more graphic idea of a subject is a most valuable accomplishment. There is no sphere in life where such ability is not desirable. In a manufacturing State like ours it is important that the faculties of the young which must find employment in after years should be put in training early. Drawing implies a study of form and the development of the perceptive and observing powers. It implies a training of the hand in obedience to the eye and the conceptions of the mind. It is an aid to culture in many ways. No child should go out of our schools who cannot represent on paper the plan of the house in which he lives and the grounds that surround it. A teacher, if able to use the crayon to illustrate a subject by picture, has a valuable power at her command.

Music.—Singing finds a place in all our schools. In the lower grades it is a recreation and a solace. It has a good influence wherever practiced. But the art of music is not taught and I am persuaded the time has come when it ought to be taught. The school curriculum of Woonsocket will never be equal to that of other large towns and cities till it is taught. The celebrated educator, Buisson, says, "Training in music, the universal language, innate in every one, has always been considered a part of a good education. Nothing is more desirable than to extend it to the primary school. Many European countries have long since introduced singing and music into elementary education; for example, Austria, Germany, Sweden, Switzerland and England." Says Dr. Philbrick, "At the present time there is nowhere, I believe, in the civilized world a well organized system of public schools in the curriculum of which vocal music does not find a place as one of the essential branches of instruction." The stringent advocates of it base their action upon its utility. The great masters, Comenius, Locke, Rousseau and Pestalozzi demanded the universal teaching of music on the principle that where God has placed a faculty or capacity, he intended it should be cultivated. Neighboring States have developed musical instruction in their schools for many years past and not one of them is taking any step backward. It is forward. In Boston the art has reached a point which is not surpassed in any country of the old world. The public take an interest in it. It would be resented as a reproach upon the intelligence of the community to propose any retrograde movement in this department of school work. Music has a place in the cultivation of mind and heart and the formation of character which nothing else can supply. To fail of a trained ear and voice is a loss which no child ought, in a community as well conditioned as ours, to undergo.—C. J. WHITE, *Superintendent.*

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SUPERVISION.

BARRINGTON.—*More Supervision Absolutely Needed.*—The more I learn the needs of the schools the stronger are my convictions of the absolute necessity of intelligent, faithful supervision. The obstacles that lie in the way of such supervision in rural towns seem almost insurmountable, as the chief end is often to secure low taxes, even if at the loss of some of the necessaries of a cultured, progressive life. It may seem sufficient to the majority of parents and guardians that members of the committee visit the schools once or twice a term, but I have learned in my short experience that the schools need watching, and to gain the best possible results from them, more time should be given by the committee. The importance of good supervision cannot be over-estimated.

I. F. Cady.—The committee would express their appreciation of the valuable services rendered to the cause of education in our town by the late veteran teacher, Mr. I. F. Cady. Mr. Cady was a man of great experience in educational work. He loved the name and duties of a teacher, rich in knowledge on almost all topics, his chief aim was to enrich the minds of his pupils, who often learned more from his talk than from their text-books. A great lover of nature, he seldom failed to interest, as well as instruct, when he gave his time to the description of her beauties and mysteries. His words were always clean and pure and full of wisdom. Morals were more highly prized by him than mental development, and in his work he constantly strove to meet the needs of both. A cultured, faithful teacher, an affable, courteous gentleman, an earnest Christian, and a noble citizen has closed his record. His influence still lives, and is felt in our town and State. F. P. CHURCH, *Superintendent.*

PORTSMOUTH.—*Need of a Good Superintendent.*—We still believe in the importance of having a good superintendent to look after and to have a general oversight of the schools, and in order to have such a one it is necessary that he should be paid for his services. We cannot expect that our teachers will always be active and interested in their work unless they feel that some one else is interested and alive to the interests of the schools. We have the material and do annually elect men that are well qualified for the office, but as there is no pay attached to it, it becomes nearly a dead letter.—J. COGGESHALL, *Clerk.*

PROVIDENCE.—I think we ought to expect changes in schools. Schools that are not changing are certainly not improving, though to make no change is better than to make an unwise one. Schools have not yet adjusted themselves to the powers and processes of the youthful mind, neither have they fully met the demands of society, whether present or prospective. The right management of schools is one of the largest of the social problems with which this generation is struggling. A system of schools is not a structure to be torn down and rebuilt like an old house. It is an organism with its own laws of life and growth that has tendencies in this direction and that, here to be pruned and there to be guided, but all the time stimulated and watched over. Some degree of change is therefore a necessity to life, as well as an indication of life, rather than a criticism on former things. The changes in instruction during the past year are in a gen-

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eral way easily stated. They have been mostly in the primary grades, and have consisted, in the number-work, in a more concrete presentation and a closer study of the smaller numbers.

In reading, charts have been purchased for the earliest work, and a combination of the word and phonic methods has taken the place of the alphabetic. There has been a tendency, too, during the year, to carry into the primary grades so much of the Kindergarten methods as are available, and to imbue the schools with its spirit. This meagre statement will, I trust, leave on the minds of those who study educational methods and know how much is logically connected with what is above indicated, the impression that something has been attempted, and on the minds of others the impression that there has been very little change. —H. S. TARBELL, *Superintendent.*

WESTERLY.—*David Smith.*—We would pay a deserved tribute of respect to our late associate, Mr. David Smith. His work for, and among, the schools of this, his native town, during these many years, is well known to all, and needs no word of praise. His only aim was to do the utmost in his power for the best interests of our schools. No man rejoiced more over their prosperity, nor mourned more sincerely their failure, than he. Although never obtrusive in asserting his opinions, he nevertheless assured you, in a pleasant manner, that his conclusions were arrived at by thought and careful consideration, and not by prejudice. Mr. Smith is dead, and his place will be filled by some one else; but it cannot be filled by one of more true and honorable impulses, nor by any one more thoroughly devoted to the best interests of the schools, and everything else which tended to elevate the intellectual as well as the moral condition of this town.—S. H. CROSS, *Clerk.*

TEACHERS AND METHODS OF TEACHING.

BRISTOL.—*Who Shall Have the Position of Teacher?*—It must be remembered that the position of teacher is not a reward for any one. *No one has any claim on the place.* We must endeavor without any favor to find the best *teacher.* Now how shall this be done? Good scholarship does not prove that any one will be a good teacher. The candidate who passes the highest examination should not necessarily be the successful one. There is that which we may call knack in managing children. It is much harder to find than good scholarship, and should always be sought after. Trial is sometimes necessary to show this, though we may at times find it out by mere contact with the person.

Value of Personal Contact.—To be a successful teacher, there is nothing more important than for the teacher to *know* his scholars. To do this he must bring himself as much as possible into personal contact with each one of them. It may not always be pleasant or easy, but it enables the teacher to understand each child, to know his good points and his weak points, and in consequence to know how to treat his shortcomings. What is a fault in one child may not be equally

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so in another. What would be a useful medicine for one would be rank poison for another. By personal contact with a child, we teach him to love and trust us. He believes we take an interest in him, and does not feel, as is too often the case, that the teacher and he are at eternal war, that he is working for the teacher, that he is, in fact, his slave, and his aim is to do as little as is absolutely necessary. Now in a large school this is a very difficult thing to do, but the teacher that will do it and do it intelligently, is sure to succeed.——J. P. REYNOLDS, *Superintendent.*

BURRILLVILLE.—*Methods of Instruction.*—As regards teaching, it has been my aim to have the work thorough and practical. The training of pupils *to think* is an important part of the teacher's work. We have commenced this with the primer classes, by having them "say something" about the words they spell; and it is surprising to see how rapidly the little ones that can spell words of but two or three letters can give sentences as they spell the words.

Arithmetic.—The end to be reached in the study of arithmetic is the ability to *use* readily and understandingly the knowledge acquired. One method of accomplishing this result is to require the pupil at the blackboard to *originate* examples illustrating the rules and principles in the lesson; thus he is compelled to think for *himself*, instead of relying upon the rules and answers in the book. I urge the teachers to allow no text-books at the board; then it can be readily seen what parts are not thoroughly understood by the pupil. I would recommend the adoption of a mental arithmetic. As an aid in mental discipline, with no rules to guide the pupil in his reasoning, and with no KEY for reference, the use of such a text-book must result in better work in our schools. Dr. Wm. A. Mowry, of Boston, once said to me that he owed his knowledge of mathematics and his success in teaching the same to his early training in Colburn's Mental Arithmetic.

Geography and History.—I am glad to be able to state the fact that many of our teachers do not follow the ancient custom of teaching geography and history by the questions and answers in the book; but there are still some who forget that the *eye* is the most important agent in acquiring geographical information. A lesson of dry definitions and detailed map questions is not worth the time required to recite it. The pupils should indicate with the pointer the position of cities and towns on outline maps, and should also illustrate the lesson by maps of their own drawing. They should be encouraged to express in their *own* language by topics whatever of interest they may gain from history or geography. As a help to the classes in Physical Geography, I procured from Commander John R. Bartlett, U. S. N., the last Report of his "Investigations of the Gulf Stream" and the "Physical Features of the Atlantic Coast"; also his "Pilot Chart of the North Atlantic," giving valuable information on the limits of the trade winds. These charts and reports have rendered special aid to the teachers in teaching that department of physical geography.

The Personal Element in Teaching.—For the best methods of instruction, I made application to Hon. J. Eaton, U. S. Commissioner of Education at Washington, for "Circulars of Information from the Bureau of Education," and received a sufficient number of copies for all the teachers, which were gratefully received. But with all the aid we may render to the teachers, those who *dislike*

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teaching and have no *love for children* cannot be successful and should never apply for a school. Mr. Carlyle said, "It is not *what* the boy studies, but under *whom* he studies, is the most important consideration."

Educational Journals.—Teachers who are *fairly* successful and seem satisfied with their present attainments, cannot realize the importance of taking some educational journal or periodical and making special preparation for their work. They would thus learn of the best methods of teaching and discipline from the most experienced educators in the country. Some of our teachers take the "American Teacher," and we need not be told this, for it is clearly proved by a *visit to their schools.*—CAROLINE F. PEIRCE, *Superintendent.*

COVENTRY.—*Signs of a Good Teacher.*—A good teacher always has a good school. A teacher who has reason to complain much about lack of interest ought to begin to inquire in what respect he is at fault. There are two important reasons for which a teacher is employed: one is to test the schôlar's knowledge of the lesson which he has studied, and the other is to see that he studies the lesson, and to cultivate in him a desire for study. Good methods usually succeed in awakening the interest of the pupil. The teacher who uses the best methods is the one who gives the most thought, time and money to the work. We always think it a good sign when teachers desire educational books and papers. Teachers who have those essentials to good work will in the end have good schools, and their pupils will have good lessons, and like to get them. If a teacher is discouraged, let her begin to invest some money in educational literature, and she will soon find that many ideas are better than one. Many methods well studied will develop into one method, which will renovate her work.

Qualification of Teachers.—There are very many avocations of life into which all persons of ordinary intellect may enter with fair prospect of success, without any previous preparation. But the teacher should be well and truly prepared for the great and arduous work of instructing the pupil, by a thorough and familiar knowledge of all subjects taught and required by law; to be ready and able at all times, without unnecessary delay or hesitancy, to give the desired information and to demonstrate beyond a doubt, in a clear and intelligible manner, whatever information may be required to enable the student to prosecute successfully the subject under consideration, and to so impress the mind of the learner that it will be next to an impossibility for him to forget the lesson taught and learned. A teacher cannot communicate that which is not possessed; therefore a teacher's mind should be well stored with things, both old and new, and be fully posted in all of the new and improved methods of instruction. One other important qualification is to be able, under all circumstances, to govern self and hold in perfect control all of those excitable elements of our nature which might lead into unnecessary harshness and unwarranted measures. The teacher that can best govern self will doubtless best govern the school. Strict morality and a pure mind are also necessary to enable the teacher to successfully discharge the duties of the profession; without these, though possessed of all knowledge, a person is poorly qualified for the great work of instructing the rising generation and future guardians of our liberties.—*Committee.*

CRANSTON.—*Changes in Position.*—Of the nineteen teachers employed in the town to-day, about one-half occupy different fields of labor from those occupied

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by them a few months or a year ago. Consequently, during the year, for a period at least, they were strangers to their work. Who can estimate the real loss sustained by schools in such a condition? Regarding the change of teachers, it may be said that very often it is wholly beyond the control of the trustee, as a more advantageous position is obtained by the teacher.—J. A. LATHAM, *Superintendent.*

CUMBERLAND.—*The Two Classes of Teachers.*—There are two classes of teachers who apply for situations in our schools: those whose sole thought and motive in assuming this work is bounded by the consideration of the money that will come from such an occupation, and the social position it will give them; and those who, while recognizing the truth that "The laborer is worthy of his hire," yet have a real love for teaching, and an earnest desire in this way to help and benefit the young. The former class have no fondness or enthusiasm for their profession. They teach by rote, and slavishly adhere to the text-books, not having a particle of information to impart to their pupils outside of these, and they dread to say or do anything that will in any way tend to stimulate the curiosity of the children, and to arouse their thirst for knowledge. These are the ones who are the loudest in their complaints about the hardships of a teacher's life, and they are always talking of the exceptional dullness and stupidity of the children under their charge.

The True Teacher.—The one who has a true fondness for this vocation realizes that it is his duty to make himself as perfect in it and as well fitted for its requirements as he possibly can be. As nearly all professions and callings in the land have their special publications, which are largely patronized by those whom they seek to instruct and benefit, the person who aims to be a successful and progressive teacher will not fail to take and read one or more of those excellent educational journals which are published in this country. If he is young in the work, he can hardly fail to realize the importance of looking around and gathering information from every source, especially in a vocation in which there is so much to be learned as in that of teaching. Again, if he has taught for many years, he will not take it for granted that he has acquired all that can be known, or is worth knowing on the subject, but he will lend an attentive ear and receptive mind to any of these new methods and ideas which seem to promise him greater success and usefulness in his work. Such an one will also be a reader of the daily newspaper, that he may keep himself fully abreast of the times. From this and other sources he will be constantly gathering together a mass of knowledge concerning the changes that are being produced in our own and other countries by the discoveries of science, and will gain such an insight into the growth and progress that are taking place in the departments of agriculture, commerce and manufactures, as will be of great benefit to him. He will make much of this knowledge available in the class-room, and by means of it stir up and quicken the inquisitive minds of the young. For the teacher ought to be a person of wide and general information. He should also try to put himself in the pupil's place, to look at things as he regards them, and thus enter into full sympathy with the child's views and feelings. Nor will such a teacher neglect to cultivate in his own person those pleasant, kindly, genial manners which have such an influence in winning the respect and affection of the young.

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Normal Training.—Hence, if a new and inexperienced teacher is to be hired, and in that profession, as in all others, every one must make a beginning, those are certainly much to be preferred, other things being equal, who have had a thorough normal school training. The Rhode Island State Normal School has generous provision made for it by the State, and is officered in its several departments by most excellent teachers. The course of study there is sufficiently long, and the range of topics embraced in it wide enough, to secure for those who avail themselves of it a fairly liberal education. Special instruction is, of course, there given in the art of teaching, and the laws and principles governing the successful prosecution of it are fully and carefully unfolded. Therefore, the trustee who is anxious that the school in his district shall take a high rank among the others in town, will endeavor to secure as teacher for it a graduate from this school.—R. MURRAY, JR., *Superintendent.*

EAST GREENWICH.—*Reasons for Poor Teachers.*—Too frequently teachers are hired because they may have passed a complimentary examination in their studies at some high school or academy, and the question of the ability to impart their knowledge to scholars in the public schools is too seldom considered in the selection of teachers; and yet, with all this, we must bear in mind that the average district schools of our town do not pay a salary that will command the services of first-class teachers, and I have no doubt that one great reason why so few teachers are found who stick to the profession as a business, is because there are so many other fields available wherein better pay is found for less hard work.—S. W. K. ALLEN, *Superintendent.*

EXETER.—*Permanency of Position.*—It is a reason for righteous indignation on the part of parents whose children for a long time have been instructed by experienced and successful teachers, to have them given over to the hands of one greatly inferior in teaching ability, and whose attainments are of the most meagre order. It is a painful fact to consider that so many, instead of realizing the evils we endure and the loss our children suffer by this frequent change in our school instructors, have come to expect a new teacher with every new term, and regard it as a matter of necessity. What man engaged in manufacturing or mercantile pursuits could be induced to proceed on this principle? Does he think it necessary to success that he change his employés every two or four months, or even once a year? Would not such a course prove embarrassing to his business and beget a financial loss? Does he not strive rather to retain the laborer who has proved himself competent and energetic, even at an increased stipend? So in our public schools, the teachers who possess eminent ability and aptness to teach, who are alive to the duties of their calling, and studious themselves, should not be shifted for an untried experiment, but be given to understand that their positions are assured so long as they continue competent and faithful. On the other hand, persons assuming the role of a teacher without the necessary qualification should be rejected, irrespective of relationship, friendship or sympathy. Persons who must themselves know their sad deficiency to perform the duties of an instructor in the public schools, and are unwilling to assume the labor and expense of fully qualifying, should, out of self-respect, seek employment in other callings for which they may be better prepared.

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There is a mistaken notion among many persons that an indifferent teacher will do very well for a "backwoods school," and that one of very ordinary ability can instruct a school of primary scholars equally well with a teacher of far greater acquirements. The fact is, as a rule the "backwoods school" is so because for some time it has had a very "backward teacher." What is now needed is a "forward teacher," one sufficiently forward to lead on the dull scholar at a rapid pace. Teaching is a science, an art to be studied and acquired; the better understood by the teacher, the more rapid and substantial will the progress be; true whether applied in the instruction of very young or more mature pupils.

Need of Normal, or More Advanced Training.—It is a source of very much regret that so many of our young teachers, with excellent native talent, who might otherwise become very efficient teachers, have not availed themselves of the many facilities now afforded them in preparing for their important duties, beyond those of the ordinary common district school. We earnestly suggest to these teachers that, if they cannot become graduates of our Normal School, that they put forth an earnest, honest effort to attend, at least for a while, some one of our high schools or academies. This would be greatly to your own advantage. With increased and better material from which to meet the needs of the school-room, much which has heretofore been only a dull task will become a source of pleasure and delight. We need, also, to bear in mind that, of all men, the teacher should be a well educated person. Fortunately the time when almost anybody who had a little education could teach, is gradually passing away. The teacher's standard of ability is constantly raised. A more thorough preparation is continually required. The teacher who would gain and hold the respect of the community he serves, must bring to his work a thorough knowledge of those things which he is to teach, and the best methods of imparting that knowledge. —J. H. EDWARDS, *Superintendent.*

GLOCESTER.—*Elements of Successful Work.*—Where the word success might be truthfully written, it was obtained only by persistent effort on the part of teachers, pupils and parents combined,—a strong combination truly, and one that should exist in every community. The teachers of those schools exhibited a devotion to duty worthy of the profession, using every opportunity at their command to arrest attention by exciting curiosity and stimulating a praiseworthy ambition among their pupils. Such honor their calling, and I would we had more of them. Self-improvement was plainly stamped upon their work; precept and example happily united. The teacher, to accomplish the best work, should possess good health, good habits, a sound moral character based on a solid foundation (be above suspicion even), a desire to teach, aptness to impart information, a just appreciation of the common duties of life, and last but not least, a good education, mingled with a good dose of common sense.

A Practical Education.—Under such teachers, the foundation of a practical education is laid, the principles of good government receive a valuable illustration, and a quiet, orderly, working school results. Let the picture of a well-ordered home be practically presented before the pupils in the school-room as perfectly as circumstances will allow. Require neatness about the desk, cleanliness of person and clothing, gentlemanly and ladylike speech, and conduct which springs from pure motives based upon true ideas of right and wrong. Such a

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picture I have seen in part, in some of our schools the past year, and a growing tendency on the part of those most directly interested to further improve and complete the same.

Failures and Mistakes.—The partial failures arose from want of true ideas of a teacher's duty, better literary attainments and self-government. One cannot truly give unless he has power over and control of the gift. There is a want often seen and felt by the pupils which is more truthfully interpreted than the teacher is aware of. A hesitating, uncertain, listless manner does not inspire confidence or enthusiasm in the school. The outcome or fruits of such a school are carelessness, ignorance and insubordination,—fruitful sources of crime. Those who cannot govern themselves are in great danger of failing to govern others. Continual fault-finding or punishing in some manner does not effect a reform. The almost continual calling the whole school's attention to some one or more of the pupils for neglect of duty or infringement of some rule, by pounding on desk, or angry tones of voice, should be avoided. The teacher's voice or noise made must be heard; each pupil stops work to listen, therefore neglects the assigned duties of the hour. Much valuable time is wasted and disorder really encouraged. This fault has been the exception rather than the rule.

Reading.—The mode of teaching the various branches has varied according to the attainments, experience and interest in the work of those employed. I will refer to one branch only, reading; and the remarks I offer will serve as an illustration for the others. It was taught in a highly satisfactory manner in but a limited number of the schools. In those the pupils were made to feel the force and use of the words on the printed page. The topic under consideration was made to appear real, and a lively interest in it created before an attempt was made to describe it by using the words in the book. In too many I found and still find it an exercise in the pronouncing of words merely; no questioning on the part of teacher or pupil; no explanations given to any allusions made in the lesson to other branches taught in the school, no moral pointed out, therefore no lasting impressions made. What wonder is it, then, that this exercise is so often a failure in our schools? The only faults noticed are wrong pronunciation or mis-calling of words. No great progress can be made in this, the most useful and delightful branch in the school, unless a change is made. If all could fully realize the value of this branch, this change would be speedily attempted. This topic, well taught, places within reach of the pupil the key to the storehouse of knowledge.—T. IRONS, *Superintendent.*

HOPKINTON.—*The Teacher's Work.*—The teacher's work quite often is to form a link between the mind of the pupil and the subject matter of the text-book. This can only be accomplished by being thoroughly acquainted with the child, and then by adapting the lessons to his capacity and his needs. To secure the best results, the teacher may, by a little skill, engage all his pupils in that which will help him and them to know more of the beautiful objects that surround us at every step, as found in the mosses, grasses, stones, flowers, foliage, insect or plant life. A minute or two devoted to some one of these, with the object in sight, will be enough to enlist the help and insure the sympathy of pupils, and bring teacher and scholar to better appreciation of surrounding objects.—P. M. BARBER, 2d, *Superintendent.*

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LITTLE COMPTON.—*Duty of Selection of Teachers.*—It is a matter of serious regret that some of the schools have been comparative failures from the fact that unsuitable persons were employed to teach them. It is significant truth that the "teacher makes the school," and there is no duty involving so great a responsibility as the selection of a teacher. In certifying teachers after their engagement, there should be no hasty decisions, and no personal or private interests should sway the judgment; sympathy for the unfortunate should never be urged against the convictions of duty, but the welfare of the schools should be paramount to everything else.

The Mistake of Rendering too Much Assistance.—While we have seen many things to approve in the various methods employed by teachers to instruct and govern, we have also seen some to condemn, and were we to refrain from mentioning such, we should be recreant to our trust. Without individualizing, there is a disposition on the part of some of the teachers to aid scholars in their class recitations,—a very natural thing to do, but one of the poorest services to render a scholar; nothing will sooner destroy a child's self-dependence than to expect a "half-answered" question from a teacher. Give a square question, then not only require the answer from the book to be given, but demand that the pupil express the idea in his own language, as proof that the principle is understood.

All Pupils to have their Proper Share.—In some schools we have found that too much of the teacher's time was apparently taken by the older scholars to the neglect of the younger members of the school. We have often heard it said to the little ones, "I shall have to omit your lesson." We will allow that in ungraded schools, like ours, it is with difficulty that teachers can be strictly impartial in the division of their time and interest, but we believe that a systematized plan should be secured, whereby every scholar will have a fair proportion of attention. Scholars should know just the time of their several recitations. This would necessitate the furnishing clocks for some of our school-rooms, which to us is an actual necessity. We would condemn the practice of keeping school in session after the regular hours for closing, believing habits of promptness should be taught by this, as well as other things connected with school work.—SUSAN H. BROWNELL, *Superintendent.*

NEWPORT.—*Need of Training Schools.*—One of the most important questions before us is that concerning the source of supply of new teachers. Very few young ladies go from here to the Normal School, and very few take the examination to join our training class. If we are to continue the policy of employing only home talent, some step must be taken to interest more of our best minds in teaching. Remotely situated as we are, it might be well to incorporate with the high school course a good degree of normal training for certain pupils, and then to make all full graduates eligible as teachers without further examination.—G. A. LITTLEFIELD, *Superintendent.*

NORTH PROVIDENCE.—*The Good Teacher.*—A good teacher carries his school in himself. His own life and daily walk and conversation are an hourly object-lesson in morals and manners; his fullness of knowledge supplies the lack of text-books. His fertile brain and childlike spirit blossom anew every day into some wise method of imparting truth or awakening faculties; his cunning hand brings forth devices for illustration more effective than cabinets of costly ap-

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paratus. Nothing goes well with a poor teacher, whoever he may be, and all goes well when the true teacher of souls swings open the humblest school-house door. Under such a teacher, enriched by the loving confidence of a crowd of devoted children, may be laid the granite foundations of a solid character; and thereon may be raised the thoughtful and truthful mind, eager for knowledge, and over all, may tower the roof of manly and womanly refinement.

The true teacher enters the school-room in the morning with a complete and definite plan of the work he proposes to do that day, and of the order in which the several steps are to be taken. Scarcely anything will so deeply impress his pupils with the idea that he is master of his business. In order for the teacher to mould correctly the faculties of the children, he must know them individually, each with his peculiarities of intellect and temperament, his weaknesses and strong points, so when the opportunity arrives, he may say the right word and do the right thing, and adjust his teaching and discipline to meet the needs of the case.—W. W. WRIGHT, *Superintendent.*

PAWTUCKET.—*Professional Skill Needed.*—The precious material upon which the teacher works is too plastic, and retains the impress of the workman's hand too permanently for him to follow the exercise of his fancy, or accept the suggestion of each passer-by. But it is of the highest importance that the teacher, as well as the physician, should be thoroughly acquainted with the latest discoveries of his profession; that he should understand the theory as well as the practice of teaching.

Wickersham says: "No man has more need to profit by the experience of others than the teacher, for no man's mistakes are less easily remedied." To this end, every teacher should have the reading of some of the current literature of his profession, and should also seek an acquaintance with some of the standard works on teaching. "To a teacher who is ambitious to succeed, a professional library is indispensable. To keep himself informed of current educational events, every teacher should read educational journals. He will obtain from them valuable facts and important suggestions; and they will keep alive his professional interest."

Danger of Changes.—While a teacher may be acquainted with the peculiarities of the system in his own town, yet there are peculiarities in each grade, and in each part of the town, which make it seem desirable not to make too frequent changes in teachers, even from one part of the town to another. Sometimes a change in environment is beneficial and gives new energy and enthusiasm, but, as a rule, it seems to me that familiarity with a system, and with a certain part of it, gives the best efficiency.—A. F. PEASE, *Superintendent.*

PORTSMOUTH.—*Faults Removed by Coöperation, not Opposition.*—In order to secure good teachers and good schools, we must work with, and not against, them. If a teacher is not just what we think they ought to be, it is useless to array ourselves in opposition to them, thereby thinking to remedy the wrong. We believe that many a teacher's influence for good has been utterly ruined by such a course. —J. COGGESHALL, *Clerk.*

PROVIDENCE.—*More Teaching, Less Hearing of Recitations.*—As the science of pedagogy advances, there are certain changes in the methods of teaching which

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we deem it best to allude to, in the belief that a change will be attended with benefit. The study of the mental capacities of pupils, by the teachers, is a most important matter. To treat all alike, and impose equal tasks upon such varying capacities as children present, is in the highest degree unwise, and unphilosophical; yet this is precisely what is done. Lessons are listened to, rather than taught; and it is not impossible to find teachers hearing recitations which they are themselves incapable of explaining. This plan of teaching sound, not sense, is what we desire changed, but fear that it will prove a difficult task, so long as teachers are closely confined to text-books. Spelling, especially, has in this manner become simply a recitation of sound, a repetition of letters bearing no relation to the meaning of the word, which is, also, frequently obsolete. Your committee would recommend that when spelling-books are used, sentences be constructed by the teacher in which the word spelled appears; and that, in addition to this, a spelling exercise be given from the daily reading lesson. Teaching geography is susceptible of improvement in the same way; in other words, both of these branches are living, therefore needing illustration; not dead, calling merely for repetition. The art of reading aloud is also laid but feeble stress upon. To read well, requires perhaps more age and experience than school children can be expected to possess, and yet, the elements of expression, of gesture, and of intonation, can be, and should be, carefully inculcated. This brings us to a most important, nay, a vital point.

Care in Selection.—We do not believe it possible that children can be properly taught by careless or unenthusiastic teachers. The committee have endeavored, with keen scrutiny and rigid care, to improve the quality of the corps of instructors, and cheerfully submit the year in evidence of their success. The inherent difficulty of the system of employing young women has been that they frequently take the position of teacher merely to occupy the time or earn a living until a more congenial task, that of caring for their own fireside, presents itself. This natural sentiment has, however, been considered, and there should be demanded of those who apply for the position of teachers, in addition to innate fitness, a higher order of culture, a greater personal refinement. In their teachers, children coming from homes of the better class should find ladies no way beneath those with whom they are accustomed to associate; and those from lower grades of society, brilliant examples of what education may make of themselves.

The committee are glad to report that the action of the committee on qualifications, in preparing a list of names of applicants approved by them, after a careful examination, has greatly advanced and simplified the work of the general body in selecting better teachers. When it becomes generally known that to be a successful applicant for a public school position in our city, a young woman must not only have a proper education, but that the committee require that she shall be of high moral tone, and ladylike habits and manners, besides being possessed of the quality of communicating her own knowledge to others, the standard of those applying will insensibly become more elevated, and the difficult question of improvement in teachers approach solution.

Concert Recitations Undesirable.—It is believed that what is known as study in concert, that is, a repetition aloud of the lessons by the entire class or school, is a mistake, and should be abolished. In the din of forty or fifty voices, it is quite out of the question that a teacher should be able to follow any particular

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scholar, to see if he is repeating or not, and the whole process is simply mechanical, a mere sounding repetition of words without any meaning whatever connected with them.—*Committee.*

Only the Best Should be Appointed.—A very large proportion of those on the approved list of teachers are graduates of our high school, and are young ladies of talent and culture. It is fortunate for the schools that so many young ladies, who will undoubtedly make good teachers, are awaiting places; but I am often made to feel deep sympathy for ladies, every way capable and worthy, perhaps needing employment, who are subject to long suspense and frequent disappointment. I believe we should take only the best, but should there not be something, besides despair from continued failure, to induce those not the best, to seek some other occupation?

Salaries.—Leaving out the primary and intermediate principals, who severally receive $25 per annum for their services as principals, and the "first assistants" in the grammar schools, of whom there are eight, the maximum rates are as follows: Primary, $500; intermediate, $525; grammar, lower half, $575; grammar, upper half, $625. In the grammar grades the teacher gets the maximum pay for her grade at once, without waiting for an advance with increased experience. In the intermediate she receives the maximum pay at the beginning of the second year of teaching. In the primary she begins $100 lower than does the intermediate teacher, and reaches the maximum pay of her grade at the beginning of her fourth year of teaching. I do not suppose it is considered that experience is not necessary for the grammar grade teachers, that some degree of it is essential to the intermediate teacher, say one year before she arrives at the maturity of her powers, while it is increasingly necessary in the primary grades; but rather that the presumption on which this schedule of salaries is based is, that a teacher will teach in the primary grades before being promoted to the intermediate, and then, after further experience, if found sufficiently skillful, will enter the grammar work, in which case it would be manifestly unjust to require probation at a reduced rate.

Now if this is to be the movement, as indeed in many cases it is, and as the schedule of salaries presumes it will be in all, then there is a wise adjustment of means to ends and of pay to work. Of pay to work, for evidently the most experienced and successful teachers will be found in the upper grades, where the pay is best. Of means to ends, for no better means can be devised to encourage the more capable teachers to ascend these rounds of credit and profit.

This simplifies, too, the labor of appointments, for if there comes a vacancy in one of the higher grades, some one fairly successful in a lower grade and next in the succession is promoted to fill it, and the one below her moves up to fill her place, the next lower hers, and so on to the bottom, where some inexperienced applicant is ready to take the place least honorable and lucrative, in the hope that she, too, as opportunity comes from vacancies above, may ascend likewise.

This schedule of payment seems based upon the idea that it is more honorable and more difficult to teach older pupils than younger; that the place for the inexperienced and less competent teachers is in the lower grades. This idea appears to me erroneous. The question of scholarship on the part of a teacher in grades below the high school ought not to enter into any estimate of her fitness for any work, for no one should be appointed who has not at least a sound high school

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education and is thoroughly able as to scholarship to take any grade. This scholarship premised, the proper place for a teacher is not at all dependent upon experience, but upon adaptation to the particular pupils to be instructed. As far as experience goes, it is as philosophical and as practicable to appoint the tyro to the highest grammar as to the lowest primary grade. We appoint young college graduates without experience in teaching to our high school. Why should we demand experience in grammar schools more than in high schools or primary schools?

Substitutes without experience, or with but little experience, have done excellent work this year in our higher grammar grades; better work than the same substitutes would have done in the primary grades. Shall we put such young ladies in the primary grades, and because they do there so poorly as not to deserve promotion keep them there worrying themselves, the children, the parents, the school authorities, until some happy relief comes? Those who deserve appointments deserve to be appointed to the place they can fill best, and any scheme that keeps them out of such places forces loss.

The scheme of promotion according to rank or seniority makes many changes to fill one vacancy. Several schools are partially broken up, several teachers put to unfamiliar work, so that each may keep step with the line marching up towards higher salaries. It likewise forces all to enter the lowest grade, whether fitted for that grade of work or not. There are nine years of work below the high school. If we assume that, of the candidates for places as teachers, one-ninth are specially adapted to each of these nine years of work, then if we place them all in the lowest grade at first, we fill eight-ninths of these lowest places with persons better fitted for something else; the remaining one-ninth are inexperienced, but will soon prove successful, and will therefore be the first to be moved out to work they likewise are not fitted for.

While there are no definite lines of fitness, as are above drawn, there are five well-defined zones of work and adaptation within these limits. The first year is a kingdom to itself, requiring special qualities in her who would be a true queen in this domain. The second and third years are a province by themselves, and so are the fourth and fifth, the sixth and seventh, and the eighth and ninth. The scheme of pay recognizes these divisions exactly, except that the first three years constitute one division instead of two, as I would have it.

If the work of these different divisions is so diverse as to require special recognition in the scale of salaries, then it is so diverse as to require special fitness therefor. And this fitness is not a stage of development through experience from one to the other, but is of such a marked and peculiar quality that it usually happens that any observant person and each teacher for herself can tell for which she is designed by nature and culture. But many will do well in any of these positions. They are persons of considerable power and great mental flexibility. They have the power of putting themselves in the places of those they teach, recognizing their thoughts, feelings, difficulties, and adapting themselves to the needs of the class in hand.

It has several times happened during the past year that some excellent teacher, one deserving the best pay that the system of the school will afford, has come to me asking my assistance to secure for her a better place, meaning one paying better than the one she now has. Her power and example are needed in the

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place where she is, but her excellence and faithful services ought not to be made an occasion for keeping her back from the better paying positions. It seems to me there is but one course in such a case, and that is to try to help her to the place she wants. If the system suffers therefrom, it is not her fault, and should not be her misfortune.

There are three classes of teachers that should be paid better than the rest: the lowest primary, the highest intermediate, and the highest grammar.

The lowest primary, because of the special difficulties surrounding the first instruction of the little ones. Here the transition from home to school is made. Here the power of attention, the most essential thing to mental growth, is first cultivated.

The highest intermediate teachers have charge of pupils at an age most difficult to control; they stand fairly over on the text-book side of the transition from oral to text-book instruction. By them, how to study, how to use books, is specially taught, and the pupils started on the self-helping career that books open to man. These teachers, too, are principals, having charge of buildings and doing a grade of work very difficult and essential. Their labors are more difficult and responsible than those of teachers above them or below them. To leave the difficult position of an intermediate principal for the easier one and better pay of a lower grammar grade, with a principal to relieve of responsibility and assist in discipline, is a temptation that ought not to be held out. It is of much more importance to our schools that our best and most influential teachers shall use their powers as intermediate principals than as lower assistants in grammar schools.

In the higher grammar grades, while the work does not require greater skill, a greater amount of labor on the part of the teachers is demanded, and a higher salary should be given on this account, as the schedule provides. The easiest and least important places, if it be allowed to say least important where all the work tells so much on the welfare of the children, are the highest primary and lowest intermediate grades. These are the places where those of no discoverable adaptation to particular work should first be tried, and from these they should be "promoted" to the grade of work they are best fitted for when their adaptation becomes known.

There should be in a building but one principal. If others are appointed, they should be recognized as assistant principals only, or their titles should be merely honorary. But inasmuch as to be principal of a primary or intermediate school means to receive $25 extra salary, it will gratify me to have our more capable and experienced primary teachers have this rank, if they will stand as to all matters of building management in the same subordination to the intermediate principals as are the other assistants.

As I have elsewhere stated, I think the teacher of the lowest primary grade does a more difficult work, one requiring greater skill, than in the higher primary or lower intermediate grade. Hence I would make the teacher of the lowest primary grade the primary principal in each school, to give due recognition to this work.

I see no legal difficulty in the way of this. Nor do I see any objection to it, except that it has not been done, and hence the most experienced and capable primary teachers, as a rule, are already principals and teaching the oldest pri-

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mary grades. These have earned their rank, deserve it, and ought not to have it taken from them; but in new appointments this principle might prevail, and in time some of the most capable of our present primary principals might be "promoted" to the charge of the most important classes, the lowest.

I recommend, too, that all teachers without experience enter upon their work at a certain minimum salary, which should be the same, whatever the grade, and that this salary should be increased annually until the maximum given for the grade which they teach, has been reached.—H. S. TARBELL, *Superintendent.*

SOUTH KINGSTOWN.—*Importance of a Program of Work.*—Some of the schools which appeared to be doing quite good work in many respects, left on my mind one impression, which has had no little influence in leading me to recommend to those teachers the adoption of a program, setting forth in detail the work of their schools. The teachers who have been teaching the past year, with but few exceptions, have cheerfully complied with the above recommendation, and those few who have not seen the need of such a program make it manifest by the confusion of their classification, and in the division of labor which their classes receive. It is no little task for a teacher to contrive a good program unaided; but here is the secret of testing a teacher's ability to work with system and order. The good teacher, at least the experimental and practical teacher, thinks it anything but a farce to have a regular system and a proper classification of her school—such a classification as will give to each class the proportional part of the teacher's labor. This want of system, and ability to introduce fresh material to keep the pupils employed, are some of the chief causes why some teachers make a total failure in teaching.

What other business could escape entire failure, if conducted with such want of system,—with no regard being paid to the division of labor, and the agent of the business not having any well settled plan of his own? Among the important movements in systematic work in the schools, I reckon that of the programs. The program does not make the school, but a good program is an important element toward making a good school. Improvement has been very marked in those schools in which the teachers worked in accordance with their programs, and the experiment, as a whole, has showed the most gratifying results.

Examinations and Qualifications.—Since it is the teacher that gives character to the school, as no well informed person will deny, it becomes the most important duty of the school committee to provide means whereby none but competent persons be allowed to fill the position of teachers. Only these who are intimately concerned in the management of schools, realize the difficulty of obtaining teachers whose personal character and professional skill are a guarantee of their value as instructors. The prevailing idea is that an abundance of teachers is always to be secured. The majority of those who undertake the business of teaching commence too young, or before they are sufficiently educated for the work. One of the greatest enemies of our schools is the school officer or patron who insists in placing an incompetent teacher over any class of children, especially in the lower grade schools, where the foundations of education are being laid, as here the work of such a teacher may do more injury. The primary teacher should be familiar with all that is taught in the schools above her own, or she will be unable to know what her own work includes. For this reason it

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is necessary to have thoroughly qualified teachers in the primary schools. Yet no delusion is more common than that any kind-hearted lady is competent to teach a primary or a small summer school. It is time that public sentiment everywhere was awakened, and employed in making earnest efforts to remedy this serious mistake. During the past few years the school committee have made earnest efforts to place none but competent teachers in the schools, and for this purpose have held semi-annual examinations of candidates. The examinations have been graded, in order that they might be a means of stimulating teachers to vigorous growth in their work and of removing those who are delinquent and incompetent.

These examinations have been open to all who apply with a desire to teach. The method on which these examinations are conducted is here set forth, believing that it may prove of importance to candidates and to the public in general. The granting of certificates rests upon no one member of the committee, but upon a committee on qualifications. The examinations are both written and oral, upon the common English branches of study. Each candidate is furnished with a printed set of questions in each of the branches in which he is to be examined—candidates all having questions alike and limited to the same space of time to work—he writes the answers to these questions, one set at a time, with no possibility of any assistance from any one. All the papers in each subject are collected by the person in charge, and are examined by the committee and each is marked, designating the work as there found. The committee, upon granting the certificates, takes into consideration not merely the literary attainments of the candidate, but the moral character, the appearance, the readiness with which the work is done, the state of health, and opportunities for study,—in short, everything which may prove favorable to work in the schools. The impression prevails to some extent in this town that Normal graduates are favored and that some old teachers have not received justice; but it is not true that any person who is not equally well qualified is not as likely to receive a certificate of equal grade. It may be true to a certain extent that injustice has been done to some of the schools, by granting certificates to a few teachers who proved incompetent in their future work.

There should be no longer any occasion to seek arguments to prove the necessity of employing thoroughly competent teachers to work in the public schools. "Like produces like; as are the teachers, so are the schools." It is not too much to say, then, that the chief duty of the school committee is to see that none but qualified teachers are sustained. Public sentiment should hold the school committee responsible in making the selection and certificating the teachers. The one important question with the people, then, should be no longer whether good teachers be secured, but how shall the best teachers be found and retained.—E. C. TEFFT, *Superintendent.*

WESTERLY.—*Skilled Labor Preferable.*—Secure good teachers, and retain them. Those persons who have the best intellectual qualifications, do not always make the best teachers. With knowledge to impart, there must be ability to impart it. As a general thing, the foundation of education is laid in our public schools, and this work should not be entrusted to other than the skilled laborer. It is certainly advantageous, and almost essential, for the teacher to have a special pre-

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paration for the work of the school-room. He should not only know the branches to be taught, but should also know the best methods of teaching them. The State has made free and ample provision for those intellectually qualified, who are anxious to become teachers, to gain a knowledge of the work they are expected to perform. It seems, therefore, to the committee, that in selecting teachers, qualifications being equal, graduates of our Normal School should have the preference; they have been instructed in the art of teaching, know of the methods required in a good school, will enter at once upon practical work, thereby saving much time which is almost sure to be spent by an untrained teacher in organizing, making and unmaking rules, adopting and changing plans of government and discipline, to the delay and hindrance of the scholars.—S. H. Cross, *Clerk.*

Woonsocket.—*Teaching is a Profession.*—Its work may be facilitated by system and method. Training will tell here as elsewhere. The teacher may bungle, may waste time and money upon experiments, and what is more precious than either, the moral life of a school, or he or she may conserve time and money and moral energy. Where teachers have not had special training they need to realize it and to make such efforts as they can to supply the deficiency. Our teachers very generally do realize this. They all take school journals or magazines and avail themselves of opportunities to visit other schools and institutes to get suggestions of improvement. They uniformly welcome direction or counsel from school officers. We have been very fortunate in securing teachers who have the natural instincts and aptitudes of a teacher. Horace Mann said, "He is not worthy to have the care of children either as officer or teacher whose heart does not yearn toward them with parental fondness and solicitude." Dr. Channing, following in the same line, said, "A boy compelled for six hours a day to see the countenance and hear the voice of a fretful, unkind, hard and passionate man is placed in a school of vice." Our teachers, with three or four partial exceptions have the primary qualifications of parental feeling and aptitude to teach. These, if they do not stand for an actual knowledge of the beings to be taught and trained, do imply easy access to that knowledge, which must be the basis of all successful education. To these it is desirable, as soon as possible, to add a knowledge of the best methods of instruction, methods which long and successful experience has approved. Fortunately the literature and other means of supplying young and inexperienced teachers with the assistance they need is now abundant, and with vacation normal schools and institutes as helps the really earnest teacher, who has a right conception of her vocation, will find little difficulty in obtaining a hopeful success.

General Directions.—We are taking our teachers very largely from the graduates of our high school and our list of substitutes is made up of those graduates. To these we suggest that it is exceedingly desirable they should make a good impression the first day of their service in any school. To that end they will need to be prepared to maintain a right spirit under all circumstances. They will find themselves helped in this if they can forecast the conditions of the school, if they can learn the number of pupils, how they are seated, what the names of some are, what the classes, and where they are in all the branches. They will be assisted if they can obtain information enough to enable them to

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begin the work the first hour with a definite plan and adhere to it. Such foresight and preparation strike the intelligence of childhood as forcibly as they do that of maturity. The new teacher will gain moral advantage by being a little beforehand with her pupils. If she is at the school-house first she has removed opportunities of idleness and mischief and is ready to greet the children pleasantly and set them at work without delay. Such readiness and attention to duty make a good impression. If a teacher has done all possible work beforehand she will have a better chance to observe her pupils, and take mischief in the bud. Let the teacher be exact in following her plan. Let the bell which marks the progress of her work strike on the instant. Whatever is done let there be as little noise about it as possible. The teacher should guard against too much talk. Gab is nowhere so injurious as in a school-room. The opening exercises may be all completed in ten minutes. Work, which should be given out immediately upon opening of the school, should be assigned for a precise hour and should be called for at that precise time. Be sure the work is not too difficult. Instruction should begin where the pupils' knowledge ends. As soon as possible be able to call your pupils by their names. This will establish a feeling of intimacy and strengthen the teacher's authority. A child does not like to be designated for a long time, by such terms as "the boy that wears a blue coat," or "the girl that sits in the corner seat." Put the bulletin of school work where it can be seen by teacher, and pupils able to read and understand it. Do not multiply classes unnecessarily. Teach several classes as one when it can be done without sacrifice to the progress of any, in order to save time for more individual work. The time to be given to different branches, when not definitely prescribed in the rules of the school committee, should be determined by an order of importance as may be determined by the degree of progress made by the pupil. To the beginner reading and spelling come first. To a boy advanced to a good degree in reading, writing and spelling, arithmetic is first in importance and should occupy the most time. Let the recitations not be of undue length and let those that tax the mind most severely come when its powers are freshest. Look well to the ventilation, temperature and light of the room. See that the posture of pupils be as easy as the good order of the school will admit, and generally that the good health and good manners of pupils be equally cared for. Teach in a way to interest and hold the attention of pupils. Stop any exercise before there is weariness or exhaustion. Variety and change are essential to young children. Drill and review, "line upon line and precept upon precept," repeat the principle under many different forms, bring the truth home by examples as close to the experience of the child as possible. Employ the "drawing out process," It is *education!* Place the object before the child as often as possible. Draw on his acquired knowledge continually. *Converse* with the child. Talking to a pupil is not conversation. Be sure the child receives clear ideas. Sometimes a brief story will be impressive and carry home the subject matter of the lesson. This will be particularly true in teaching manners and morals.—C. J. WHITE, *Superintendent.*

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TEXT-BOOKS.

NORTH KINGSTOWN. — *Changes in Text-Books not Generally Desirable.* — No changes have been made in text-books during the year, and this I regard as a matter of special congratulation. I doubt very much whether, during the last twenty years, sufficient improvements have been made in our text-books to warrant one-fourth the changes that have taken place. I think, that in the matter of reading-books, some changes might with profit be made, but I do not suggest substituting any other of the ordinary text-books for the one we now use. Reading is so much a matter of continuous practice and drill that it becomes very dry to the average pupil. After a book has been once read through, the successive readings seem to him not entirely unlike sawing wood, each stick being very similar to its predecessor. Now the reading-books for the smaller scholars are well adapted to them, being filled with pleasant stories to awaken their interest, and I see no reason why the older scholars should not be equally well treated. I believe that the introduction of the works of some of our interesting authors as reading-books in the schools would be followed by results beneficial in more than one respect. Greater interest would, in that way, be awakened in the study; the pupils would get some knowledge of our literature; and, best of all, acquire a habit of reading good books, instead of the vile trash which they now read, when they read at all.—W. C. BAKER, *Superintendent.*

TOWN AND DISTRICT SYSTEMS.

BARRINGTON.—*The District System Outgrown*—The question of transferring the property of the districts to the town, is one that ought to be brought to the people for an answer. For the people are usually ready for any change that will benefit them, when such a change can be equitably and justly made. Our statutes now provide for such action, and the sooner it is decided to make such transfer the better for all the schools. The district system was an excellent cradle for our public schools in their infancy, but they have outgrown their infancy and have already reached a point where all should feel an equal interest in the welfare of all the schools. To continue the district system is to deprive our town of the fullest benefits of our schools.—F. P. CHURCH, *Superintendent.*

BURRILLVILLE.—*One Disadvantage of the District System.*—One of the greatest disadvantages of the "district system" is, that our best teachers are often compelled to relinquish their positions, as a result of a change of trustee. Upon the teacher more than all else depends the efficiency of our schools; we should, therefore seek the best teachers, those who are faithfully devoted to their work, and when secured, *see that they are retained.*—CAROLINE F. PEIRCE, *Superintendent.*

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CHARLESTOWN. — *District System.* — Trustees are elected annually, and they frequently take the office for the purpose of securing a good situation for a friend or relative. The teacher of experience and ability, who has given positive assurance of good work in the school-room must give up his position to the newly-chosen candidate. The victorious party comes rushing into power; disorder and disunion gain the ascendency; and the very foundation upon which the public school system stands is seriousiy threatened. By a train of evils, such as favoritism, inexperienced officers, family and party strife, the practical workings of the well-regulated schools are changed and damaged to a fearful extent. In 1883 the citizens of Charlestown removed all of the trustees but one; and, as we often notice, a sweeping change of trustees means a corresponding change of teachers. Here, then, the teacher gains experience at the expense of the district. Through weeks, and even months, the teacher must study faithfully to become acquainted with the disposition of the children, and to know what general course to adopt, that his efforts may be crowned with success. No teacher who changes his position every term can teach as well, all qualifications being equal, as the one who does not change; and the same principle holds true in relation to the school.

Quite recently, the trustee in one of the rural districts was duly authorized, by a vote of the qualified electors, to have the school buildings insured. He applied to an insurance agent, and obtained a policy, paying for it with his own money; and now, so far as the vote of the district is required, he is powerless to collect that amount. It is no wonder that very many of the best citizens of the country towns look upon the office of trustee with such distrust and contempt; and it is not, indeed, strange that the school buildings stand without repairs, from year to year, until they are complete wrecks, when the incidental expenses are paid by the trustee himself, and his labor is performed without any compensation. No intelligent man, in this progressive age, would believe that his business interests would prosper should he engage help with the understanding that his work must be well performed, without remuneration for services. However, a large number of the towns of Rhode Island are managing our free school system precisely in this way. Educational business, which is considered the first and prime cause of our nation's prosperity and existence, ought not to be conducted in such unworthy manner. It is wrong; it teaches us the great defects of the present system, and clearly points out the way to avoid them.

Town System.—Prior to 1882, the town system of school management was adopted, wholly or in part, by nine cities and towns of this State; and as to the wisdom of such an act there is no doubt, because those who have tried the experiment, and have seen the good results, do not advise any town to return to the district system again, but, for harmony and increased prosperity in the schools, do earnestly commend the adoption of the town system.

In 1882, Massachusetts, in obedience to the voice of her wise and judicious legislature, abolished the last trace of the district system throughout her commonwealth. Her educators and statesmen are united in the opinion that the old system, as it prevails among us to-day, is one of the greatest hindrances to the advancement of the public schools.

Under the present system, fuel and supplies are furnished at exorbitant prices, and the expenses are deducted from the inadequate appropriation, which greatly

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diminishes the school fund, and shortens the term; but, under the new arrangement, all supplies could be purchased by the committee at wholesale, saving a large discount, which would increase the fund, and, in a great measure, enable them to improve the condition of the schools, and to continue them for a much longer time.

To accomplish what we are looking for in the direction of reform, we must change this two-fold system, by which no enterprise can prosper, and establish in its stead the town system. By an act of this kind, many excellent advantages could be gained, and many obstacles removed. All district taxation, troubles, litigations, and local expenses, would be ended; and all work relating to schools would then come directly under the inspection and management of the town committee, whose position would enable them to adopt a uniform time of commencing and ending the terms.

Under the present law, the plan for dividing the State fund among the towns, and that of the town and State funds among the districts, needs some modification or re-adjustment. The burden of taxation is very unequal, and already the tax in many of the small towns, for school purposes, exceeds three times that of the city of Providence. The large manufacturing cities and villages are constantly increasing in population more rapidly than other sections of the State, and unless some decided change is soon made, the rural districts will fail to receive sufficient money to enable them to maintain school for even six months, as required by law.

In looking back through the past years, we must admit that very many of the better class of citizens took an active interest in the public schools of this State, and contributed quite generously to build them upon broader foundations, where they would be a blessing and a benefit to the community and to the rising generation. At the present time, nearly all the means provided for running the public schools are furnished by the towns and State, and as the majority of the trustees are neglectful in the performance of their duties, it becomes necessary, under the existing circumstances, that the whole school matter should be controlled by the town. The principal business of this town is safely intrusted to a council of five chosen men; cannot the people trust the management of their schools to a similar number of select men, with equal confidence and safety?

In conducting an examination of teachers, under the present system, a great difficulty arises, and, through it, much valuable time is lost; for the teacher is engaged by the trustee, and sent directly to the committee to obtain a certificate of qualification, and it seldom happens that more than one appears before the committee in a day. If all the schools were to commence at the same date, and continue for an equal number of weeks, the whole corps of teachers, having been previously notified, could be thoroughly examined as a class, which would relieve the committee from the inconvenience of holding a separate examination for every candidate.

There is another valuable feature connected with the town system, which gives every pupil an opportunity to attend school where it is most convenient, and where equal facilities are offered. The present system has no such redeeming quality about it, and the children of this and other towns cannot enjoy these important privileges, simply for the reason that the apportionment of the State and town appropriation is made in favor of the several districts, and that the

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pupils are detained within these rigid limits to secure the full average attendance. There will be no need of any apportionment like the above where the town system prevails, but the funds will be used to secure equal advantages for all the schools, especially in regard to length of term.

In district No. 5, about two-thirds of the school population reside in the extreme northern part of it, and during the winter term between thirty and forty per cent. of the attendance is cut off, in consequence of the almost impassable roads, and the long distance which the children are obliged to travel. Many of these children are deprived of the advantages of attending the nearest school, and compelled to go two or three times as far to some other one, in compliance with the law relating to the district system.

It is about time that the people, who contribute so liberally to the common cause of education, and who desire to see our public schools elevated to a higher standard of proficiency, awake from their dreams of by-gone days, and earnestly oppose the prevailing influence of folly and ignorance, which diminishes the average attendance, lessens our educational means, shortens the school year, and invites teachers of inferior ability to instruct the children.

From the Rhode Island School Report of 1884, we have 45,641 as the actual number of different persons reported as registered in the public schools, and 35 as the average number per teacher or school. Admitting the schools of the 36 towns of the State to be governed by the district system, and allowing the trustees elected by triple numbers to be equal to the trustees who hire more than one teacher, we readily find the respectable number of 1,304 trustees; to the above, add the clerk, treasurer and collector of each district, omitting, however, the moderator, as one officer frequently holds two offices, and the number is increased to 5,216. The school committee is composed of three, five or seven members, averaging five for each town, or 180 for the whole State, which, being added to 5,216, gives the sum total of 5,396.

Friends of education, does the little State of Rhode Island really need this vast multitude of school officers?

Charlestown, with a broad and extensive territory, with sites and school buildings, etc., estimated at $2,675, and with an average attendance of 137 pupils, can boast of 36 school officers, who take charge of the district property, and administer to the necessities of the schools. When a comparison is made, it is clear that the officers stand in proportion to the pupils as 1 to 4; but during the time when three trustees were elected, as is now the case in a few of the towns, the ratio stood as 1 to 3. On the same basis, why do the citizens of Rhode Island not elect as many governors as there are towns, to facilitate the transaction of the State's business?—W. F. TUCKER, *Superintendent.*

EAST GREENWICH.—*Imperfections of the District System.*—I realize that the duties of the school officers throughout the town have been unsatisfactorily performed, owing, in a great measure, to the imperfect system under which our public schools are worked. And yet, I very much doubt whether the people are ready for a radical change; even such a one as has been adopted and worked with so much satisfaction in other localities. It is undoubtedly true that, so long as our present district system is in force, the highest good will never be attained in return for the effort and money expended for the public education. District

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feuds and broils will continue, and there will not be found wanting those who will be willing that the schools shall suffer that their private ends and notions may be served. By abolishing our present district system, as the law has wisely provided for, such proceedings would be avoided, and, in my humble judgment, more satisfactory results would be attained for the money and effort now expended each year for the support and maintenance of our public schools. Too frequently trustees are elected, not for their qualifications for the office, but because of a desire to keep some other and better qualified person from being elected to the office; or a trustee is elected because he or some other interested party has a relative or dependent friend who desires to teach the school for the sole purpose of drawing the teacher's salary.—S. W. K. ALLEN, *Superintendent.*

EXETER.—*Change of Teacher an Evil of the District System.*—In some cases wherein a change of teacher was made, the result was no doubt beneficial to the school, while in other cases a regard for the old maxim, "Let well enough alone," would have prevented a corresponding loss. This is one of the evils of the so-called district system, that with almost every change in the office of trustee, which in some districts is periodical, comes also a change in the position of teacher. Quite often the trustee is elected for the express pupose of displacing a tried and faithful teacher to gratify the dissatisfaction of a few, arising from trivial and petty causes.—J. H. EDWARDS, *Superintendent.*

HOPKINTON.—*Improvement only Under the Town System.*—We believe there is no one thing that would so much improve our schools as to do away with the district system, and adopt the town system, which would soon bring the schools on a more equal footing in every particular. One reason for this is the inequality which now exists in the accommodations, comforts, aids and appliances, as seen in the different school-rooms of the towns that are under the district system.

False Economy.—The State, through its legislature, has intended to provide for the maintenance of good public schools in every part of the State, and it is its aim and desire to have these benefits so equally distributed that all may reap the benefits of its efforts. But this can never be equalized while some districts are in the hands of men who are so desirous of seeing the schools advance that they are ready to tax themselves in time, labor and money, to bring about the best results, while others are in the hands of those whose early advantages have been somewhat limited, and they are unwilling that a dollar shall be expended that can in any way be avoided. The Rev. A. D. Mayo, in one of his addresses on education in the South, which is heartily endorsed by John Eaton, U. S. Commissioner of Education, says: "One of the most painful signs of ignorance and selfishness in public affairs is the prevalence of the notion that taxation, at best, is disguised despotism, and the community that gets off with the least, is most to be congratulated. The most fruitful field for a demagogue is a community demoralized by *this fallacy*, for he has only to raise the cry of 'reduction of taxes' to carry a majority of deluded people, who, to save on the tax bill, will put the knife to the throat of every sacred interest, and willingly drift back to barbarism. *The poorest speculation in financial affairs is to knock out the brains of a community to save money.*" Had we the space, we would like to give his entire address, but must be content with one or two sentences on the future effects of our public schools: "Public money, wisely expended in a good school, is money loaned

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to the creditor who *always* pays. * * * * The real treasury of every commonwealth, of any city or county therein, is the child. Everything, at last, depends on our success in making him intelligent, industrious, refined and good. The character of a town, a generation hence, is the character we pay for by what we give to the upper story of a child to-day. To leave him in mental and moral darkness, ignorant, superstitious, brutal, quarrelsome, and shut up to his own little, narrow life, is the surest way on earth to blight the community to which he belongs. So every dollar wisely expended on the child is treasure laid up in heaven, and heaven always pays compound interest."

District System Unequal.—While in the district system taxation will never be equalized, the school accommodations will never be upon the same footing, and the teachers will ever be itinerants. The last item necessarily so, for there will be a liability of change of trustee each spring, and if there happens to be any petty difference between the new trustee and the old, it matters not how faithful and well qualified the teacher of last year has been, the new trustee will not employ any one whom the other approves. But some are saying: "How can this be brought about? How can the system be changed without loss to some one?" Perhaps the best way to explain this is to give an example that has been worked out, so it can be seen. The General Assembly has arranged a plan which looks toward justice to all parties concerned.—*Committee.*

LITTLE COMPTON.—*Reasons for Change to Town System.*—It may be of interest to our towns-people to have their attention called to the provision made at the May session of the legislature, making it optional for the towns to change from what may be called the district to the town system. We give our reasons for believing such a change would be an improvement over the present system.

1st. The management of the schools would be more concentrated; consequently there would be more individual responsibility.

2d. It would be a protection against incompetent teachers.

3d. This system would give an opportunity of recognizing the different characteristics of teachers and schools, and suiting the one to the other, thereby putting the "right one in the right place," a thing utterly ignored under the present system.

4th. Teachers might have assurance of permanence of occupation, as seldom after a change of trustee is a former teacher retained, no matter how well they may be adapted to the place.

5th. Local prejudices, either in the trustee or district, would give way to the disinterestedness of a town committee.

6th. A wholesome pride would soon manifest itself in making all school property suitably attractive.

This recommendation is now no experiment. Massachusetts for years had a similar law, and after testing its workings, made it obligatory upon all towns, and the law went into effect in 1883. Vermont is now changing from the old system to the new, several towns in the March elections of 1885 having voted to adopt the town system, ann there can be scarcely a doubt but that, in a few years, such a law, now optional, will be obligatory upon all towns in this State. —SUSAN H. BROWNELL, *Superintendent.*

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MIDDLETOWN.—*The Cumbrous District System Must Go.*—The time has arrived when the good of our schools demand that we should do away with our cumbrous district system, and place the entire control of our schools in the hands of the town's committee. Why try longer to carry them on burdened with two sets of officers, when it must be evident to all that one is sufficient? Why cling to the district system? What is there to recommend it? If, as is claimed, by doing away with the district we lose the district interest, will our schools suffer thereby?

Parents who are interested in the welfare of their children will visit the school just as often, and will feel they can hold some one responsible if they are not advancing as fast as they should. With the present method, if they complain to the trustee, he refers them to the committee, who, as they do not employ the teacher, feel they are not responsible, and so the matter rests. To carry on our schools successfully, some one must be directly responsible for them, and there must be no doubt who that person is. He should hire the teacher, and see that he faithfully performs all the duties assigned him by the committee, and should have full power, if he found the teacher was not competent, faithful, or interested in the school, and that very little or no progress was being made, to take such steps as in his judgment would be for the best interests of the school. By our present method, no officer has this authority; the trustees hire the teachers, and the committee are appointed to visit and to have a general supervision over the schools.

The town's committee are elected for a term of three years, and at no time can the committee be composed of all new members, while with the trustee, we are liable to have a new man every year, one who has had little or no experience in school matters, and to his judgment we leave the employing of the most important factor of our schools. Our trustees see the folly of this double system, and are as anxious for a change as the committee.—J. PECKHAM, *Clerk.*

NEW SHOREHAM.—*The District System Inadequate.*—The cumbersome district system is a system which experience has clearly shown to be inadequate to achieve the greatest results. It is a system which the highest authorities, both State and national, decry.—H. S. MILLIKEN, *Superintendent.*

NORTH KINGSTOWN.—*Total Lack of Organization.*—The reasons for the great difference in the various schools are not far to seek. Teachers, of course, vary largely in their methods of teaching, and ability to do so. The class of scholars depends much upon the location of the district. But the main reason, I believe, is the total lack of any organized system of government of the schools on the part of town. Under our present system, districts are completely isolated from each other, and, instead of being coördinate parts of one harmonious whole, act each one for itself, having little in common with its neighbor. There is no uniformity in the times of beginning and ending the terms of school; none in the number of school months in the year; the choice of teachers and their tenure of office are made entirely dependent upon the judgment or desire of the trustee, and every election of a new trustee generally means a change in the teacher of the school. I believe that it would be to the advantage of our public schools to have more power either vested in, or exercised by, the town's committee, and that, in every case, the teacher should be hired by the town's committee, and be made directly responsible to them. On more than one occasion teachers have

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come to me for an examination after already having been engaged by the trustee; and, while a superintendent might not hesitate to refuse a position to one not qualified to teach, yet it would be less embarrassing to both parties, and cause less inconvenience to the school, to refuse a position to such an applicant, than to deprive him of a position already bestowed.

By an act of our General Assembly passed in May, 1884, the towns have been empowered to abolish the present district system, and thus bring all the schools under the control of the one central government. There are many things in this plan to recommend it to your consideration, and, while you may not feel like abolishing, entirely, the system that has prevailed so long, and filled so admirably the wants of the people in the past, yet some compromise, it seems to me, might be brought about, which would better satisfy the demands of the present time. I make these general remarks, as it seems to me that, before any substantial advancement can be made by our schools as a whole, some radical change must be made in the management of them.—W. C. BAKER, *Superintendent.*

PORTSMOUTH.—*Radical Change Demanded.*—Owing to the almost total lack of interest manifested by the people generally of this town on all matters relating to public schools, it seems almost useless to make any suggestions looking to a change or improvement in the management of our schools; yet we believe it to be our duty to lose no opportunity of putting it before the people that the time has fully come when a radical change in our whole system is imperatively demanded. We still believe, as we have said in all of our former reports, that what is known as the "District System" is a cumbersome and unwieldy machine, continually working to the disadvantage of the schools, both in regard to their efficiency and usefulness, as well as in the matter of economy. It is reasonable to suppose that a body of men elected by the whole town for a number of years and acting as a board, would conduct the affairs of the schools more wisely and discreetly than the same number elected by districts and acting entirely independent of each other and accountable to no one but the district. Under the present system, the trustee has greater powers than any other school officer, and can hire whomever he pleases and agree to give any price that he may see fit; but when it comes to the payment, the committee is forced to give the order for such payment, no matter how unreasonable the price may be, thus apparently giving his official sanction to what he knows to be unjust. It often happens that the price per month is fixed after the last term of the school is closed, and in such a way as will take the whole of the appropriation, even to a cent, regardless of the amount.

This practice is not only unjust and dishonorable, but it tends to create a feeling of jealousy among the other teachers of the town, and with some show of reason; and yet, no one has any right to question the act. We believe that it is the opinion of almost all of the school officers throughout the State that the time has come when such a change is demanded, and the more experience one has with the practical working of the present system, the more they cry out for a change. Our town has been very liberal in regard to the schools, and enough money is annually appropriated to warrant us in demanding as good schools as any other town in the state, and if we do not get them, the fault must lie in the management and not for the lack of funds. It is not only our duty to appropri-

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ate, but it is also our duty to see to it that it is properly expended. In this age of our boasted civil service reform, I know of no place where it can be more profitably and justly applied than in the management of our schools. No successful and competent teacher should be removed without just cause whenever a new trustee is elected, simply to make room for some one else. Now in the matter of incidental or miscellaneous expenses, as it is called, one district will manage to get along with from twenty to thirty dollars, while an adjoining district with no more needs will contrive to use up the whole allowance, which is fifty dollars. As this money all comes out of the general school fund, it will readily be seen that one district has as good claim to it as another. And in the matter of small repairs and supplies, some of our schools are properly looked after, while others are allowed to go for a year or more with broken panes of glass, and knobless doors pulled to with a string, or with no fastening at all, and many other things in the same way, and all owing to the carelessness or negligence of the trustee. Now if this was managed by a number of men acting as a board, we would naturally suppose that some one would look after it.—J. COGGESHALL, *Clerk.*

SCITUATE.—*One Result of the District System.*—No. 16 has placed a map of the United States and a map of Rhode Island on its walls. These maps are the first I have seen in this school-house since my connection with the schools, and it still lacks a dictionary. How any community can think that a school can be properly conducted without these necessary adjuncts, it is difficult to conceive, but such seems to be the case. This is simply a result of the system of managing schools by trustees, and so long as this system continues in vogue, no very great improvement can be expected.—W. J. SMITH, *Superintendent.*

SMITHFIELD.—*Obstacles to Progress Under District System.*—No great change for better or worse has taken place during the year. Any great improvement would be impossible in the face of the obstacles at present existing. We ask special attention to these obstacles, which are as follows:

I. The frequent changes in teachers. At the beginning of the year just closed only two of the teachers in the town had held their positions a year. These changes, at the beginning of the year and during its course, brought to the schools ten new teachers, averaging more than one to a district. It is impossible to have good schools under these constant overturns. The remedy is suggested by the two principal causes of the evil, viz.:

1. The low wages paid as compared with the prices which culture and experience command elsewhere.

2. The caprice and nepotism inseparable from the district system.

II. The second obstacle consists in the inferior teaching talent with which the town is often obliged to be satisfied, on account of the low wages already referred to.

III. The third obstacle lies in the small provision made for the supervision of the schools. To ensure success, much time and labor must be devoted to the visitation of the schools, and a constant, personal oversight exercised over the work done. A system of schools needs close and constant supervising care as much as a farm or a factory.

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IV. The fourth great obstacle—already referred to—is the divided responsibility under which the town has so long labored. The evils of the district system are as great as ever, and of incalculable disadvantage to the schools. We wish it distinctly understood that we do not consider ourselves responsible for the schools under this disastrous arrangement.

The following words of the Commissioner of Public Schools will be read with interest:

"The legislation of the two sessions of the General Assembly in 1884 was marked by a very decided tendency towards the establishment of the town system, in place of the district system. In the first place, there was a request from the town of Johnston for an act to permit them to abolish their districts. When it was perceived that this was the third such request received within two years, it was at once seen that it was far better to pass a general enabling act, under which any town could proceed, and it was accordingly done without opposition; so that, to-day, it is possible for any town to clear away the cumbersome district organization and organize its schools upon the same basis as it has all of its other institutions, with the TOWN as the centre or unit."

The law is at once simple, wise and equitable.—*Committee.*

WARWICK.—*Why the District System Should be Abolished.*—The question of abolishing the districts and placing the whole control of the schools in the hands of the town committee, has often been discussed in school reports. Those who have given the subject most attention, and have tried the plan, speak unqualifiedly in favor of it. Hitherto, in this State, a special act of the legislature has been required in order to make the change in any town. Last year an act was passed permitting any town to do it, on vote of the town, and prescribing the mode of procedure. It is a question that will, before long, be brought before the town for action. It ought to be adopted or rejected intelligently, and not from a simple desire for change, or from a predilection for the old way.

It would seem that the schools might be managed as much more efficiently by a single board, as the town affairs, and no one would advocate dividing the authority to transact town business between the town council and single officials chosen in each road district.

Under the district system, the town school committee control nearly everything concerning the schools except the hiring of teachers and the care of the school-houses. The committee examine teachers, establish the standard of qualification, practically locate the school-houses, approve any tax levied by a district meeting, approve the expenditure of money for the purchase of books for children whose parents are unable to purchase them; in fact, almost all the action of the district meetings is subject to the approval or non-approval of the town committee. The supply of teachers could be more intelligently secured through the town committee. It can, of course, annul the certificate of an inefficient teacher, under the present arrangement, but it is only done in particularly aggravated cases. A committee knowing all the schools could assign teachers to schools, according to their known capacity, and all applications being made to one board, there would be better opportunity for selection.

There would also be more efficient supervision of both teachers and schools. The committee would be directly responsible for the character of the teachers

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they continue to employ. They could quietly dismiss inefficient teachers without contest, and make any desirable transfer of teachers. Frequent changes of teachers, a great hindrance to the progress of many schools, could be avoided, and faithful teachers longer retained. The prospect of retention and promotion would attract the best teachers and be an incentive and encouragement to them in their work.

The increase in accommodation for the school population, now so greatly needed, could be more economically provided and a better grading of the schools secured than under the present system. The present houses could be used for the primary schools, and houses erected to accommodate two or more districts for the grammar department. We might then have a properly graded grammar school or schools. Under the present system, most of the so-called grammar schools are made up largely of intermediate pupils. In fact, there is and can be little attempt at grading. When the primary room is crowded to overflowing, some of the pupils must be put into the grammar room, regardless of qualification, and to the detriment of both classes of scholars. With needed facilities, many scholars who now go to the city or attend select schools, might be retained in our own schools, thus saving the cost of sending them away.

A saving could also be made in the purchase of school supplies, by purchasing for all through one source.—W. A. BRIGGS, *Superintendent.*

WEST GREENWICH.—*System Impossible under District System.*—The teachers thought it unnecessary to notify the superintendent of the close of school, if they gave him the length of the term at his first visit, and if he called the second time during vacation, it was not their fault. If he was twelve miles from home, then he had only to think of the salary he was getting, and *go* home. But this was not a rule. There were some *honorable* exceptions who always notified me two weeks before the close of their schools. It was also noticeable that their schools were on the road called *progress.* They were the ones who had time to do more than ask questions from the text-book. They were encouraging map drawing, music, writing, composition, etc., etc.

I would recommend a more systematic method of management for our schools. But under the present system, I don't see how it can be accomplished, for we have twelve trustees; each acts for himself. And as no two look, act, talk, walk or see alike, how are they going to improve the present system? Would it be a good plan to abolish the district system, and establish the town system? I hope every person in the town interested in schools will investigate this matter carefully, and if you find it to be a better system, try and make others believe it, and soon we will try the reality.—C. S. HAZARD, *Superintendent.*

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UNGRADED SCHOOLS.

BRISTOL.—*Reasons for an Ungraded School.*—At the beginning of the fall term an ungraded school was organized. The need of such a school has long been felt. The idea was not in any sense to supplant the graded schools, or to rival them in any way, but was intended for the following classes of scholars:

1st. For pupils proficient in some studies and very backward in others. Teachers in the graded schools have often asked what to do with certain children. By their deficiency in certain branches, they were not prepared to advance, but yet if they were kept back, they would lose all ambition. With that gone, the chance of their success would be small.

2d. There are some boys whose conduct renders it necessary that they should be placed under some one of whom they stand in awe.

3d. There are boys that have been kept out of work for part of the year. When they are ready to return to school, they have lost their place in their class and are ashamed to go lower down. Consequently, they leave school altogether. There have been a number of such cases that have applied for admission to this school; a number of them had not been to school for three or four years. Some of these have taken hold as though they intended to improve the short time left to them.

Outside of all these cases, such a school will sometimes be useful in case one or more of the rooms in the graded department are crowded; a few scholars can be sent to this school instead of being put back a year or crowded ahead a year. This school has been started as an experiment. It has been, nor could it well be otherwise than, up-hill work from the beginning.—J. P. REYNOLDS, *Superintendent.*

CUMBERLAND.—*Need of Method and Classification.*—The ungraded schools in our country districts would have greater efficiency, and reach a higher standard of success, if more attention was given by the teacher to method and classification. To begin with, the teacher should keep the number of classes down to as low a limit as possible, and the machinery of the whole school, as is often the case, should not be kept at a standstill some fifteen or twenty minutes to give some of the classes time to learn their lessons; but the recitations should follow, regularly and systematically, and the only pauses occurring should be when the whole school is engaged in writing or singing, or other general exercises.

The teacher should make out a programme, and read it occasionally to the pupils, in which should be marked down the time assigned for the commencement of each recitation, and the number of minutes to be devoted to it, and care should be taken that no recitations, except for urgent reasons, shall overpass these bounds. The scholars will then have no excuse for not learning their lessons so as to recite them readily and promptly, and that most fruitful source of irritation and annoyance to the children would not occur, of having the day's work so lag behind that the teacher must prolong the sessions of the school half an hour or more each day, in order to catch up with it.—R. MURRAY, JR., *Superintendent.*

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STATISTICAL TABLES.

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TABLE I.—SCHOOL CENSUS.

Year ending December 31, 1884.

TOWNS.	ENUMERATION. 5–15 YEARS OF AGE INCLUSIVE.			ATTENDANCE. PUBLIC SCHOOLS.			CATHOLIC SCHOOLS.			SELECT SCHOOLS.			Total number reported attending any school.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
PROVIDENCE COUNTY.													
Burrillville	627	599	1,226	519	452	971	.....	1	1	1	3	4	976
Cranston	556	445	1,001	428	331	759	1	.....	1	46	42	88	848
Cumberland	804	758	1,562	545	507	1,052	119	132	251	6	4	10	1,313
East Providence	670	697	1,367	627	604	1,231	1	28	29	40	63	103	1,363
Foster	110	127	237	99	120	219	.....	.....	.....	.....	.....	.....	219
Glocester	200	155	355	185	151	336	.....	.....	.....	3	.....	3	339
Johnston	667	686	1,353	497	505	1,002	18	20	38	29	16	45	1,085
Lincoln	1,729	1,721	3,450	1,215	1,194	2,409	235	261	496	30	25	55	2,960
North Providence	162	147	309	121	119	240	.....	1	1	6	4	10	251
North Smithfield	320	349	669	214	236	450	2	2	4	6	4	10	464
Pawtucket	2,389	2,397	4,786	1,731	1,689	3,420	221	270	491	27	28	55	3,966
Providence	11,111	11,404	22,515	7,244	6,892	14,136	1,423	1,827	3,250	429	497	926	18,312
Scituate	393	331	724	360	288	648	.....	.....	.....	.....	.....	.....	648
Smithfield	259	259	518	204	197	401	.....	.....	.....	3	2	5	406
Woonsocket	1,840	1,790	3,630	898	864	1,762	625	558	1,183	16	22	38	2,983
Totals	21,837	21,865	43,702	14,887	14,149	29,036	2,645	3,100	5,745	642	710	1,352	36,133
NEWPORT COUNTY.													
Jamestown	35	55	90	30	45	75	.....	.....	.....	2	6	8	83
Little Compton	120	117	237	106	96	202	.....	.....	.....	.....	.....	.....	202
Middletown	107	97	204	86	71	157	.....	.....	.....	.....	3	3	160
Newport	1,780	1,861	3,641	890	813	1,703	315	401	716	77	104	181	2,600
New Shoreham	141	123	264	137	117	254	.....	.....	.....	3	6	9	263
Portsmouth	138	157	295	126	141	267	.....	.....	.....	.....	.....	.....	267
Tiverton	306	297	603	252	243	495	.....	1	1	.....	1	1	497
Totals	2,627	2,707	5,334	1,627	1,526	3,153	315	402	717	82	120	202	4,072

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Washington County.													
Charlestown	115	101	216	105	83	188	.....	.....	.....	2	10	12	200
Exeter	115	106	221	107	97	204	.....	.....	.....	.....	.....	.....	204
Hopkinton	311	291	602	281	265	546	.....	.....	.....	.....	.....	.....	546
North Kingstown	357	337	694	321	313	634	.....	1	1	24	13	37	672
Richmond	184	198	382	173	184	357	.....	.....	.....	.....	.....	.....	357
South Kingstown	589	580	1,169	518	513	1,031	.....	.....	.....	3	7	10	1,041
Westerly	688	629	1,317	598	529	1,127	4	9	13	.....	.....	.....	1,140
Totals	2,359	2,242	4,601	2,103	1,984	4,087	4	10	14	29	30	59	4,160
Kent County.													
Coventry	525	487	1,012	351	310	661	.....	.....	.....	7	13	20	681
East Greenwich	273	261	534	216	199	415	.....	.....	.....	26	19	45	460
Warwick	1,347	1,200	2,547	799	737	1,536	.....	.....	.....	38	35	73	1,609
West Greenwich	109	83	192	100	72	172	.....	.....	.....	.....	.....	.....	172
Totals	2,254	2,031	4,285	1,466	1,318	2,784	.....	.....	.....	71	67	138	2,922
Bristol County.													
Barrington	124	105	229	101	83	184	.....	.....	.....	6	2	8	192
Bristol	598	577	1,175	462	393	855	.....	.....	.....	31	47	78	933
Warren	413	408	821	215	197	412	14	24	38	31	32	63	513
Totals	1,135	1,090	2,225	778	673	1,451	14	24	38	68	81	149	1,638

RECAPITULATION BY COUNTIES.

Providence County	21,837	21,865	43,702	14,887	14,149	29,036	2,645	3,100	5,745	642	710	1,352	36,133
Newport County	2,627	2,707	5,334	1,627	1,526	3,153	315	402	717	82	120	202	4,072
Washington County	2,359	2,242	4,601	2,103	1,984	4,087	4	10	14	29	30	59	4,160
Kent County	2,254	2,031	4,285	1,466	1,318	2,784	.....	.....	.....	71	67	138	2,922
Bristol County	1,135	1,090	2,225	778	673	1,451	14	24	38	68	81	149	1,638
Totals	30,212	29,935	60,147	20,861	19,650	40,511	2,978	3,536	6,514	892	1,008	1,900	48,925

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TABLE II.—SCHOOL CENSUS.

Year ending December 31, 1884.

TOWNS.	ABSENTEEISM.													
	Number Not Attending any School.							Number Attending School less than 12 Weeks.						
	Under 7 Years of Age.		7 and under 15.		15 Years of Age.		Total number not attending any school.	Under 7 Years of Age.		7 and under 15.		15 Years of Age.		Total No. attend'g school less than 12 weeks.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Providence County.														
Burrillville	50	54	29	45	28	44	250	6	16	17	18	6	6	69
Cranston	39	37	34	29	8	6	153	7	2	14	4	5	.....	32
Cumberland	38	40	53	38	43	37	249	26	22	12	7	.....	1	68
East Providence	1	1	.....	1	1	.....	4	72	75	25	44	10	12	238
Foster	6	5	3	2	2	.....	18	.....	1	2	1	3	2	9
Glocester	9	3	2	1	1	.....	16	2	1	7	5	2	.....	17
Johnston	59	84	43	44	26	12	268	10	11	10	12	1	.....	44
Lincoln	50	40	61	66	139	134	490	10	8	19	24	20	28	109
North Providence	18	12	15	10	2	1	58	4	4	.....	.....	.....	.....	8
North Smithfield	19	29	56	64	20	17	205	5	7	3	5	.....	.....	20
Pawtucket	249	242	79	94	82	74	820	41	45	14	20	6	10	136
Providence	915	1,006	673	755	427	427	4,203	128	136	75	100	11	11	461
Scituate	23	32	4	9	6	2	76	37	23	.....	.....	.....	.....	60
Smithfield	23	25	19	25	10	10	112	4	8	11	11	.....	.....	34
Woonsocket	142	137	84	117	75	92	647	30	8	24	29	2	3	96
Totals	1,641	1,747	1,155	1,300	870	856	7,569	382	367	233	280	66	73	1,401
Newport County.														
Jamestown	3	4	.....	.....	.....	.....	7	.....	3	.....	1	1	.....	5
Little Compton	8	14	5	6	1	1	35	.....	.....	.....	.....	.....	.....	.....
Middletown	18	13	3	7	.....	3	44	1	3	2	3	3	2	14
Newport	290	345	102	84	104	116	1,041	.....	.....	.....	.....	.....	.....	.....
New Shoreham	1	.....	.....	.....	.....	.....	1	18	14	.....	.....	.....	.....	32
Portsmouth	11	8	1	5	.....	3	28	2	2	1	1	.....	.....	6
Tiverton	13	19	29	18	12	15	106	9	9	31	35	6	3	93
Totals	344	403	140	120	117	138	1,262	30	31	34	40	10	5	150

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WASHINGTON COUNTY.														
Charlestown	3	7	4	1	1	.....	16	2	.....	2	3	1	.....	8
Exeter	8	3	.....	2	.....	4	17	13	10	.....	.....	.....	.....	23
Hopkinton	17	17	12	9	1	.....	56	8	10	59	59	3	5	144
North Kingstown	9	8	3	2	.....	.....	22	1	5	6	2	.....	.....	14
Richmond	6	8	4	3	1	3	25	6	7	21	12	5	.....	51
South Kingstown	45	43	7	9	16	8	128	96	92	.....	.....	.....	.....	188
Westerly	46	33	32	47	8	11	177	11	9	15	17	2	2	56
Totals	134	119	62	73	27	26	441	137	133	103	93	11	7	484
KENT COUNTY.														
Coventry	35	35	118	113	14	16	331	21	22	72	60	7	7	189
East Greenwich	10	11	8	16	13	16	74	3	8	14	15	2	4	46
Warwick	153	137	261	233	96	58	938	6	5	.....	.....	.....	.....	11
West Greenwich	2	5	6	7	.....	.....	20	1	4	20	7	3	.....	35
Totals	200	188	393	369	123	90	1,363	31	39	106	82	12	11	281
BRISTOL COUNTY.														
Barrington	13	12	4	6	.....	2	37	1	2	.....	.....	.....	.....	3
Bristol	63	72	25	45	17	20	242	4	6	6	8	2	1	27
Warren	34	24	96	98	23	33	308	4	1	.....	3	1	.....	9
Totals	110	108	125	149	40	55	587	9	9	6	11	3	1	39

RECAPITULATION BY COUNTIES.

Providence County	1,641	1,747	1,155	1,300	870	856	7,569	382	367	233	280	66	73	1,401
Newport County	344	403	140	120	117	138	1,262	30	31	34	40	10	5	150
Washington County	134	119	62	73	27	26	441	137	133	103	93	11	7	484
Kent County	200	188	393	369	123	90	1,363	31	39	106	82	12	11	281
Bristol County	110	108	125	149	40	55	587	9	9	6	11	3	1	39
Totals	2,429	2,565	1,875	2,011	1,177	1,165	11,222	589	579	482	506	102	97	2,355

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TABLE III.—PUBLIC DAY SCHOOLS.

School year ending April 30, 1885.

TOWNS.	ATTENDANCE.							SCHOOLS.			
	No. of different boys registered.	No. of different girls registered.	Total.	No. under 5 or over 15 years of age.	Average No. belonging.	Average attendance.	Aggregate No. of months attendance.	No. of graded schools.	No. of ungraded schools.	Average length of schools.	
										M.	D.
PROVIDENCE COUNTY.											
Burrillville	606	544	1,150	54	717	634	5,638	11	11	8	14
Cranston	427	443	870	30	659	563	5,337	9	6	9	10—
†Cumberland	603	538	1,141	45	769	710	7,053	12	11	9	15
East Providence	759	706	1,465	74	920	832	8,528	17	7	10	5
†Foster	134	162	296	35	196	171	1,285	....	17	7	9
†Glocester	237	177	414	57	280	260	2,224	2	11	8	7
Johnston	629	641	1,270	26	752	657	6,301	9	14	9	12
†Lincoln	1,659	1,649	3,308	55	1,971	1,667	16,346	37	4	9	16
†North Providence	165	174	339	4	204	186	1,860	2	2	10	..
North Smithfield	231	238	469	26	366	315	2,877	4	10	9	..
Pawtucket	1,978	1,891	3,869	206	2,844	2,596	25,960	50	4	10	..
Providence	8,486	8,317	16,803	1,196	13,194	12,043	120,430	248	....	10	..
Scituate	414	343	757	78	467	404	3,244	4	17	7	16
Smithfield	298	299	597	18	336	302	2,698	5	7	9	3
Woonsocket	1,348	1,306	2,654	211	1,526	1,449	13,041	35	2	9	..
Totals	17,974	17,428	35,402	2,115	25,201	22,789	222,822	445	123	9	12
NEWPORT COUNTY.											
Jamestown	25	43	68	4	42	37	309	2	1	8	6+
Little Compton	112	113	225	33	164	138	1,135	....	10	8	4
Middletown	86	81	167	20	113	99	908	....	5	9	5
Newport	1,061	976	2,037	247	1,637	1,509	15,099	37	1	10	..
New Shoreham	144	108	252	24	191	159	1,060	....	5	6	14
Portsmouth	184	193	377	27	224	192	1,894	2	8	9	17
Tiverton	303	263	566	21	367	321	3,088	....	13	9	10
Totals	1,915	1,777	3,692	376	2,738	2,455	23,484	41	43	9	8
WASHINGTON COUNTY.											
†Charlestown	123	95	218	32	157	144	1,096	1	7	7	8
†Exeter	155	123	278	28	185	148	1,081	....	12	6	19
†Hopkinton	321	296	617	39	436	396	3,368	8	8	8	10
North Kingstown	448	395	843	56	582	486	4,154	9	10	8	6
†Richmond	212	224	436	54	275	249	2,006	2	13	7	12
†South Kingstown	548	520	1,068	116	740	657	5,477	12	17	8	4—
†Westerly	659	638	1,297	170	1,059	950	8,771	19	10	8	18
Totals	2,466	2,291	4,757	495	3,434	3,030	25,953	51	77	8	3
KENT COUNTY.											
Coventry	479	434	913	70	544	492	4,348	8	14	8	11
East Greenwich	247	237	484	15	313	274	2,153	5	3	7	13
Warwick	1,296	1,202	2,498	83	1,500	1,302	12,356	19	9	9	5+
West Greenwich	109	104	213	28	157	136	944	....	12	6	19—
Totals	2,131	1,977	4,108	196	2,514	2,204	19,801	32	38	8	9
BRISTOL COUNTY.											
Barrington	144	116	260	3	148	132	1,303	1	4	9	18
Bristol	572	494	1,066	62	860	784	7,840	15	3	10	..
Warren	290	289	579	70	374	349	3,490	6	3	10	..
Totals	1,006	899	1,905	135	1,382	1,265	12,633	22	10	10	..

RECAPITULATION BY COUNTIES.

Providence County	17,974	17,428	35,402	2,115	25,201	22,789	222,822	445	123	9	12
Newport County	1,915	1,777	3,692	376	2,738	2,455	23,484	41	43	9	8
Washington County	2,466	2,291	4,757	495	3,434	3,030	25,953	51	77	8	3
Kent County	2,131	1,977	4,108	196	2,514	2,204	19,801	32	38	8	9
Bristol County	1,006	899	1,905	135	1,382	1,265	12,633	22	10	10	..
Totals	25,492	24,372	*49,864	3,317	35,269	31,743	304,693	591	291	9	6

* Deducting 1,874, the number of pupils reported as registered in more than one town in the State during the year, from 49,864, we have 47,990 as the actual number of different persons reported as registered in the public day schools. † Towns which have Joint Districts.

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TABLE IV.—PUBLIC DAY SCHOOLS.

School Year ending April 30, 1885.

TOWNS.	TEACHERS.									
				EDUCATION.						
	Male.	Female.	No. of beginners.	No. educated at Colleges or Universities.	No. educated at Academies or High Schools.	No. educated at Normal Schools.	No. educated at Common Schools.	Total No. of different teachers.	Average No. of teachers.	No. of pupils per teacher per average belonging.
PROVIDENCE Co.										
Burrillville	2	26	3	....	14	7	7	28	22	33—
Cranston	3	21	1	1	6	13	4	24	18	37
Cumberland	4	30	2	....	18	9	7	34	24	32
*East Providence	1	29	2	1	10	19	....	30	28	33
Foster	12	17	9	....	8	2	19	29	17	12
Glocester	3	18	5	1	9	9	2	21	13	21
Johnston	3	31	4	....	20	10	4	34	24	31
Lincoln	6	41	3	1	28	12	6	47	42	46
*North Providence	....	5	....	....	1	1	3	5	5	41
North Smithfield	3	15	2	1	11	5	1	18	14	26
*Pawtucket	11	69	8	8	38	30	4	80	58	49
*Providence	22	329	13	18	271	53	9	351	338	39
Scituate	6	19	1	....	15	5	5	25	21	22
Smithfield	1	13	4	....	8	4	2	14	12	28
*Woonsocket	6	40	7	6	28	12	....	46	39	39+
Totals	83	703	64	37	485	191	73	786	675	37
NEWPORT COUNTY.										
Jamestown	....	6	4	1	3	....	2	6	3	14
Little Compton	3	13	3	....	10	2	4	16	10	16
Middletown	....	7	1	....	2	5	....	7	5	23
*Newport	6	39	1	4	23	16	2	45	44	37+
New Shoreham	3	6	....	1	6	2	....	9	5	38
Portsmouth	2	13	2	....	7	5	3	15	10	22+
Tiverton	4	13	2	....	8	5	4	17	14	26+
Totals	18	97	13	6	59	35	15	115	91	30
WASHINGTON Co.										
Charlestown	1	11	1	....	6	5	1	12	8	19
Exeter	9	13	1	....	6	1	15	22	12	15
Hopkinton	7	16	3	4	4	2	13	23	16	27
North Kingstown	3	20	2	1	15	6	1	23	19	31—
Richmond	6	21	4	....	18	2	7	27	15	18
South Kingstown	9	30	7	1	11	17	10	39	29	26—
Westerly	7	32	2	3	21	12	3	39	29	37—
Totals	42	143	20	9	81	45	50	185	128	27
KENT COUNTY.										
Coventry	10	22	5	....	11	10	11	32	22	25
East Greenwich	5	6	1	1	7	2	1	11	8	39+
Warwick	12	31	4	2	15	16	10	43	29	52
West Greenwich	3	12	3	1	4	1	9	15	12	13
Totals	30	71	13	4	37	29	31	101	71	35
BRISTOL COUNTY.										
†Barrington	2	6	1	2	....	6	....	8	5	30
*Bristol	5	23	3	2	19	7	....	28	24	36
*Warren	2	12	....	1	8	5	....	14	13	29
Totals	9	41	4	5	27	18	....	50	42	33

RECAPITULATION BY COUNTIES.

Providence County	83	703	64	37	485	191	73	786	675	37
Newport County	18	97	13	6	59	35	15	115	91	30
Washington County	42	143	20	9	81	45	50	185	128	27
Kent County	30	71	13	4	37	29	31	101	71	35
Bristol County	9	41	4	5	27	18	....	50	42	33
Totals	182	1,055	114	61	689	318	169	1,237	1,007	35

Cities or towns in which the town system prevails are designated by a *.
Cities or towns in which the town system prevails only in part are designated by a †.

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TABLE V.—PUBLIC SCHOOLS.

School Year Ending April 30, 1885.

TOWNS.	RECEIPTS.						
	Balances from last year.	From State for day and Evening Schools and Apparatus.	From Town for Day and Evening Schools, Supervision and Apparatus.	From District Taxation.	From School funds, Individuals and Corporations.	From Registry Taxes and all other sources.	Totals.
PROVIDENCE Co.							
Burrillville	$414 63	$2,324 44	$4,300 00	$350 00	$35 92	$835 62	$8,260 61
Cranston	126 06	1,937 86	5,138 69	197 62	2 40	756 90	8,159 53
Cumberland	801 33	2,855 26	8,030 00	3,337 34	4 00	591 75	15,619 68
East Providence	1,194 49	1,788 47	12,885 00	*15,058 62	.....	860 88	31,787 46
Foster	413 31	1,406 05	1,416 05	58 00	.....	93 98	3,387 39
Glocester	75 70	1,412 02	2,344 50	712 07	1 00	290 36	4,835 65
Johnston	150 90	2,352 31	5,405 00	1,277 87	18 35	847 60	10,052 03
Lincoln	908 85	4,425 42	16,550 00	6,102 79	5,000 00	738 80	33,725 86
North Providence	502 67	545 85	1,200 00	.....	22 00	259 20	2,529 72
North Smithfield	31 59	1,506 36	3,100 00	250 00	53 47	293 00	5,234 42
Pawtucket	3,640 37	5 574 63	42,000 00	*20,000 00	.....	2,860 31	74,075 31
Providence	.....	25,499 31	218,797 14	*92,448 12	.....	11,045 15	347,789 72
Scituate	41 94	2,052 33	2,600 00	154 62	109 40	638 90	5,597 19
Smithfield	387 08	1,355 72	2,910 00	.....	.....	351 00	5,003 80
Woonsocket	.....	5,238 68	22,500 00	.....	.....	1,744 89	29,483 57
Totals	$8,688 92	$60,274 71	$349,176 38	$139,947 05	$5,246 54	$22,208 34	$585,541 94
NEWPORT COUNTY.							
Jamestown	$61 57	$250 80	$400 00	.....	$18 36	$49 10	$779 83
Little Compton	29 93	853 80	1,740 00	.....	14 75	64 00	2,702 48
Middletown	103 59	533 33	1,850 00	.....	.....	29 75	2,516 67
Newport	12,165 21	5,189 67	38,000 00	.....	4,332 04	1,234 00	60,920 92
New Shoreham	35 83	549 43	584 43	$36 86	90 00	288 65	1,585 20
Portsmouth	561 62	1,042 29	3,460 00	.....	.....	160 24	5,224 15
Tiverton	399 17	1,348 40	3,800 00	4,446 42	1,655 07	137 64	11,786 70
Totals	$13,356 92	$9,767 72	$49,834 43	$4,483 28	$6,110 22	$1,963 38	$85,515 95
WASHINGTON Co.							
Charlestown	$6 79	$753 37	$828 37	.....	$120 00	$171 20	$1,879 73
Exeter	29 96	1,101 17	1,151 17	.....	.....	70 10	2,352 40
Hopkinton	260 44	1,514 58	1,638 80	$3,151 64	26 14	229 97	6,821 57
North Kingstown	613 26	1,841 89	3,600 00	4,414 35	9 35	737 16	11,216 01
Richmond	196 31	1,389 60	1,440 00	930 06	5 37	146 47	4,107 81
South Kingstown	368 66	2,733 48	4,709 58	4,706 24	658 60	206 13	13,382 69
Westerly	438 60	2,287 46	2,467 46	12,136 98	453 67	1,159 71	18,943 88
Totals	$1,914 02	$11,621 55	$15,835 38	$25,339 27	$1,273 13	$2,720 74	$58,704 09
KENT COUNTY.							
Coventry	$1 28	$2,167 64	$3,580 50	$326 52	$160 14	$464 00	$6,700 08
East Greenwich	22 09	954 97	1,230 00	1,479 73	143 00	324 25	4,154 04
Warwick	416 60	4,033 38	7,000 00	600 00	94 13	1,592 62	13,737 23
West Greenwich	33 33	990 73	1,013 23	.....	17 50	108 40	2,163 19
Totals	$473 30	$8,147 22	$12,823 73	$2,406 25	$414 77	$2,489 27	$26,754 54
BRISTOL COUNTY.							
Barrington	$73 75	$483 24	$2,245 00	.....	.....	$201 10	$3,003 09
Bristol	.....	1,875 77	9,625 82	.....	$69 64	1,096 42	12,667 65
Warren	337 46	1,409 74	5,000 00	.....	604 83	463 80	7,815 83
Totals	$411 21	$3,768 75	$16,870 82	.....	$674 47	$1,761 32	$23,486 57

RECAPITULATION BY COUNTIES.

Providence County	$8,688 92	$60,274 71	$349,176 38	$139,947 05	$5,246 54	$22,208 34	$585.541 94
Newport County	13,356 92	9,767 72	49,834 43	4,483 28	6,110 22	1,963 38	85,515 95
Washington Co	1,914 02	11,621 55	15,835 38	25,339 27	1,273 13	2,720 74	58,704 09
Kent County	473 30	8,147 22	12,823 73	2,406 25	414 77	2,489 27	26,754 54
Bristol County	411 21	3,768 75	16,870 82	.....	674 47	1,761 32	23,486 57
Totals	$24,844 37	$93,579 95	$444,540 74	$172,175 85	$13,719 13	$31,143 05	$780,003 09

*City or town appropriation for sites, buildings, etc.

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TABLE VI.—PUBLIC SCHOOLS.

School Year ending April 30, 1885.

TOWNS.	EXPENDITURES.						Amount paid on debts incurred prior to this year.
	PERMANENT.		CURRENT.				
	Sites, Buildings and Furniture.	Libraries and Apparatus.	Day Schools.	Evening Schools.	School Supervision.	Total.	
PROVIDENCE CO.							
Burrillville	$373 53	$8 89	$7,656 68	.....	$151 00	$8,190 10	$2 23
Cranston	2,615 59	177 43	6,998 97	.....	50 00	9,841 99	.....
Cumberland	1,015 74	40 10	10,998 55	$600 00	230 00	12,884 39	2,171 65
East Providence	15,058 62	101 56	13,751 95	.....	400 00	29,312 13	.....
Foster	58 00	.....	2,935 25	.....	.....	2,993 25	.....
Glocester	812 10	15 03	3,893 94	.....	100 00	4,821 07	.....
Johnston	2,880 19	7 86	8,397 92	.....	250 00	11,535 97	.....
Lincoln	13,355 15	430 18	23,661 90	.....	300 00	37,747 23	.....
North Providence	.....	.....	2,521 33	.....	25 00	2,546 33	.....
North Smithfield	250 00	.....	4,750 01	103 47	100 00	5,203 48	.....
Pawtucket	19,651 59	221 50	36,817 54	2,747 85	1,568 48	61,006 96	.....
Providence	92,448 12	152 50	236,615 34	14,573 76	4,000 00	347,789 72	.....
Scituate	1 60	102 74	5,202 74	108 80	100 00	5,515 88	38 13
Smithfield	982 37	20 00	4,158 05	.....	200 00	5,360 42	.....
*Woonsocket	1,412 27	106 00	22,113 81	975 97	725 00	25,333 05	.....
Totals	$150,914 87	$1,383 79	$390,473 98	$19,109 85	$8,199 48	$570,081 97	$2,212 01
NEWPORT CO.							
Jamestown	.....	$49 80	$678 06	.....	$25 00	$752 86	.....
Little Compton	$7 55	23 50	2,604 75	.....	40 00	2,675 80	.....
Middletown	50 78	.....	2,306 24	.....	50 00	2,407 02	.....
Newport	2,877 91	541 28	40,086 99	$868 34	3,000 00	47,374 52	.....
New Shoreham	55 00	.....	1,461 37	.....	35 00	1,551 37	.....
Portsmouth	22 00	289 35	4,274 83	.....	.....	4,586 18	.....
Tiverton	1,455 04	49 00	5,537 38	.....	60 00	7,101 42	$4,685 28
Totals	$4,468 28	$952 93	$56,949 62	$868 34	$3,210 00	$66,449 17	$4,685 28
WASHINGTON CO.							
Charlestown	.....	.....	$1,800 49	.....	$75 00	$1,875 49	.....
Exeter	.....	.....	2,359 05	.....	50 00	2,409 05	.....
Hopkinton	$144 40	$262 42	5,748 14	.....	130 00	6,284 96	$536 61
North Kingstown	3,739 81	19 49	6,741 53	.....	100 00	10,600 83	615 18
Richmond	1 10	30 00	3,398 06	.....	25 00	3,454 16	642 11
South Kingstown	2,783 97	309 72	9,016 77	.....	476 50	12,586 96	.....
Westerly	1,486 78	47 29	13,965 98	.....	200 00	15,700 05	3,243 83
Totals	$8,156 06	$668 92	$43,030 02	.....	$1,056 50	$52,911 50	$5,037 73
KENT COUNTY.							
Coventry	$272 47	$61 98	$6,257 04	.....	$60 00	$6,651 49	.....
East Greenwich	.....	.....	2,434 36	.....	30 00	2,464 36	$1,479 73
Warwick	.....	150 02	12,930 87	.....	200 00	13,280 89	456 34
West Greenwich	5 00	.....	2,127 19	.....	25 00	2,157 19	.....
Totals	$277 47	$212 00	$23,749 46	.....	$315 00	$24,553 93	$1,936 07
BRISTOL COUNTY.							
Barrington	$190 08	.....	$2,478 03	.....	$45 00	$2,713 11	$84 71
*Bristol	655 84	$225 03	11,466 78	.....	320 00	12,667 65	.....
Warren	331 97	100 14	6,526 57	$310 70	175 00	7,444 38	.....
Totals	$1,177 89	$325 17	$20,471 38	$310 70	$540 00	$22,825 14	$84 71

RECAPITULATION BY COUNTIES.

Providence Co.	$150,914 87	$1,383 79	$390,473 98	$19,109 85	$8,199 48	$570,081 97	$2,212 01
Newport County	4,468 28	952 93	56,949 62	868 34	3,210 00	66,449 17	4,685 28
Washington Co.	8,156 06	668 92	43,030 02	.....	1,056 50	52,911 50	5,037 73
Kent County	277 47	212 00	23,749 46	.....	315 00	24,553 93	1,936 07
Bristol County	1,177 89	325 17	20,471 38	310 70	540 00	22,825 14	84 71
Totals	$164,994 57	$3,542 81	$534,674 46	$20,288 89	$13,320 98	$736,821 71	$13,955 80

* Towns which furnish free text-books.

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TABLE VII.—PUBLIC DAY SCHOOLS.

School Year Ending April 30, 1885.

TOWNS.	TEACHERS' WAGES.									COST INSTRUCTION INCLUDING ONLY TEACHERS WAGES.				
	Aggregate number of months' service performed by male teachers.	Aggregate number of months' service performed by female teachers.	Amount paid male teachers.	Amount paid female teachers.	Total amount paid teachers.	Average wages per month of males.	Average yearly salary of males.	Average wages per month of females.	Average yearly salary of females.	Cost per capita of school population, Jan., 1885.	Cost per capita of pupils enrolled.	Cost per capita of average number belonging.	Cost per capita of average attendance.	Cost per month for each pupil's instruction.
PROVIDENCE COUNTY.														
Burrillville	13	178	$500 00	$6,463 61	$6,963 61	$38 46	$334 60	$36 31	$315 90	$5 68	$6 06	$9 71	$10 98	$1 24
Cranston	27	134	1,225 00	4,732 50	5,957 50	45 37	431 02	35 32	335 54	5 95	6 85	9 04	10 58	1 12
Cumberland	23	212	1,295 00	8,159 60	9,454 60	56 30	548 92	38 49	375 28	6 05	8 29	12 29	13 32	1 34
*East Providence	10	254	1,000 00	9,263 00	10,363 00	100 00	1,025 00	40 80	418 20	7 58	7 07	11 26	12 46	1 22
Foster	48	76	1,276 51	1,527 57	2,804 08	26 59	198 10	20 10	149 74	11 83	9 47	14 31	16 40	2 18
Glocester	21	93	798 55	2,840 46	3,639 01	38 03	317 55	30 54	255 01	10 25	8 79	13 00	14 00	1 64
Johnston	12	223	403 15	7,100 30	7,503 45	33 59	322 46	31 84	305 66	5 55	5 91	9 98	11 42	1 19+
Lincoln	40	393	2,940 00	16,162 00	19,102 00	73 50	720 30	41 12	402 98	5 54	5 77	9 69	11 46	1 17
North Providence	.....	51	.....	2,207 50	2,207 50	.....	.....	43 28	432 80	7 14	6 51	10 82	11 87	1 19
North Smithfield	18	105	884 23	3,496 00	4,380 23	49 12	442 08	33 29	299 61	6 55	9 34	11 97	13 90	1 52
*Pawtucket	64	518	6,488 75	22,690 20	29,178 95	101 39	1,013 90	43 80	438 00	6 10	7 54	10 26	11 24	1 12+
*Providence	195	3,185	31,700 00	172,043 48	203,743 48	162 56	1,625 60	54 02	540 20	9 05	12 13	15 44	16 92	1 69
Scituate	37	126	1,332 07	3,460 25	4,792 32	36 00	280 80	27 46	214 19	6 62	6 33	10 26+	11 86	1 48
Smithfield	10	102	400 00	3,245 77	3,645 77	40 00	366 00	31 82	291 15	7 04	6 11	10 85	12 07	1 35
*Woonsocket	32	315	3,343 06	13,247 55	16,590 61	104 47	940 23	42 06	378 54	4 57	6 25	10 87	11 45	1 27
Totals	550	5,965	$53,586 32	$276,739 79	$330,326 11	$97 43	$935 33	$46 89	$445 34	$7 56	$9 33	$13 11	$14 49	$1 48
NEWPORT COUNTY.														
Jamestown	.....	21	.....	$610 00	$610 00	.....	.....	$29 05	$241 11	$6 77	$8 97	$14 52	$16 49	$1 97
Little Compton	16	66	$527 40	1,916 95	2,444 35	$32 96	$270 27	29 04	238 13	10 31	10 86	14 90	17 71	2 15
Middletown	.....	46	.....	2,082 00	2,082 00	.....	.....	45 26	418 65	10 21	12 47	18 42	21 03	2 29
*Newport	60	383	10,200 00	21,773 45	31,973 45	170 00	1,700 00	56 85	568 50	8 78	15 70	19 53	21 19	2 12
New Shoreham	10	23	567 94	754 75	1,322 69	56 79	380 49	32 81	219 83	5 01	5 25	6 92	8 32	1 25
Portsmouth	10	86	446 63	3,409 50	3,856 13	44 66	439 90	39 65	390 51	13 07	10 23	17 21	20 08	2 04
Tiverton	37	95	1,425 33	3,432 25	4,857 58	38 52	365 94	36 13	343 23	8 06	8 58	13 24	15 13	1 57
Totals	133	720	$13,167 30	$33,978 90	$47,146 20	$99 00	$930 60	$47 19	$443 59	$8 84	$12 77	$17 22	$19 20	$2 01

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WASHINGTON COUNTY.													
Charlestown	4	54	$119 00	$1,585 38	$1,704 38	$29 75	$220 15	$29 36	$217 26	$7 89	$7 82	$10 86	$11 84	$1 55
Exeter	38	44	1,042 23	1,201 82	2,244 05	27 43	190 64	27 31	189 80	10 15	8 07	12 13	15 16	2 08
Hopkinton	44	96	2,157 50	2,791 78	4,949 28	49 03	416 75	29 08	247 18	8 22	8 02	11 35	12 50	1 47
North Kingstown	27	130	1,547 24	4,371 60	5,918 84	57 30	475 59	33 63	279 12	8 53	7 02	10 17	12 18	1 42
Richmond	31	75	1,042 22	1,951 55	2,993 77	33 62	255 51	26 02	197 75	7 84	6 87	10 88	12 02	1 49
South Kingstown	48	190	2,693 09	5,729 94	8,423 03	56 10	460 02	30 16	247 31	7 21	7 89	11 38	12 82	1 54
*Westerly	57	202	4,272 50	7,704 43	11,976 93	74 95	667 05	38 14	339 44	9 09	9 24	11 31	12 61	1 36
Totals	249	791	$12,873 78	$25,336 50	$38,210 28	$51 70	$421 35	$32 03	$261 04	$8 31	$8 03	$11 13	$12 61	$1 47
KENT COUNTY.														
Coventry	44	142	$1,590 28	$4,130 55	$5,720 83	$36 14	$308 99	$29 09	$248 71	$5 65	$6 27	$10 51	$11 62	$1 31
East Greenwich	21	40	853 80	1,212 50	2,066 30	40 66	311 05	30 31	231 88	3 87	4 27	6 60	7 54	96
Warwick	78	192	4,746 25	7,059 40	11,805 65	60 85	562 86	36 77	340 12	4 64	4 73	7 87	9 07	96
West Greenwich	19	64	545 89	1,478 07	2,023 96	28 73	199 67	23 09	160 48	10 54	9 50+	12 89	14 88	2 14
Totals	162	438	$7,736 22	$13,880 52	$21,616 74	$47 75	$403 48	$31 69	$266 78	$5 04	$5 26	$8 60	$9 81	$1 09
BRISTOL COUNTY.														
*Barrington	7	41	$427 50	$1,576 00	$2,003 50	$61 07	$604 59	$38 44	$380 56	$8 75	$7 71	$13 54	$15 18	$1 54
*Bristol	30	207	2,600 00	6,284 42	8,884 42	86 67	866 70	30 36	303 60	7 56	8 33	10 33	11 33	1 13
*Warren	11	121	1,210 00	4,290 00	5,500 00	110 00	1,100 00	35 45	354 50	6 70	9 50	14 71	15 76	1 58
Totals	48	369	$4,237 50	$12,150 42	$16,387 92	$88 28	$882 80	$32 93	$329 30	$7 36	$8 60	$11 86	$12 95	$1 30

RECAPITULATION BY COUNTIES.

Providence County	550	5,965	$53,586 32	$276,739 79	$330,326 11	$97 43	$935 33	$46 39	$445 34	$7 56	$9 33	$13 11	$14 49	$1 48
Newport County	133	720	13,167 30	33,978 90	47,146 20	99 00	930 60	47 19	443 59	8 84	12 77	17 22	19 20	2 01
Washington County	249	791	12,873 78	25,336 50	38,210 28	51 70	421 35	32 03	261 04	8 31	8 03	11 13	12 61	1 47
Kent County	162	438	7,736 22	13,880 52	21,616 74	47 75	403 48	31 69	266 78	5 04	5 26	8 60	9 81	1 09
Bristol County	48	369	4,237 50	12,150 42	16,387 92	88 28	882 80	32 93	329 30	7 36	8 60	11 86	12 95	1 30
Totals	1,142	8,283	$91,601 12	$362,086 13	$453,687 25	$80 21	$745 95	$43 71	$406 50	$7 54	$9 45	$12 86	$14 29	$1 48

NOTE.—Average yearly salary is obtained by multiplying average wages per month by the average length of schools or school year as found in Table III.

*Towns which have Free High Schools.

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TABLE VII.—PUBLIC DAY SCHOOLS.

School Year Ending April 30, 1885.

TOWNS.	TEACHERS' WAGES.									COST INSTRUCTION INCLUDING ONLY TEACHERS WAGES.				
	Aggregate number of months' service performed by male teachers.	Aggregate number of months' service performed by female teachers.	Amount paid male teachers.	Amount paid female teachers.	Total amount paid teachers.	Average wages per month of males.	Average yearly salary of males.	Average wages per month of females.	Average yearly salary of females.	Cost per capita of school population, Jan., 1885.	Cost per capita of pupils enrolled.	Cost per capita of average number belonging.	Cost per capita of average attendance.	Cost per month for each pupil's instruction.
PROVIDENCE COUNTY.														
Burrillville	13	178	$500 00	$6,463 61	$6,963 61	$38 46	$334 60	$36 31	$315 90	$5 68	$6 06	$9 71	$10 98	$1 24
Cranston	27	134	1,225 00	4,732 50	5,957 50	45 37	431 02	35 32	335 54	5 95	6 85	9 04	10 58	1 12
Cumberland	23	212	1,295 00	8,159 60	9,454 60	56 30	548 92	38 49	375 28	6 05	8 29	12 29	13 32	1 34
*East Providence	10	254	1,000 00	9,263 00	10,363 00	100 00	1,025 00	40 80	418 20	7 58	7 07	11 26	12 46	1 22
Foster	48	76	1,276 51	1,527 57	2,804 08	26 59	198 10	20 10	149 74	11 83	9 47	14 31	16 40	2 18
Glocester	21	93	798 55	2,840 46	3,639 01	38 03	317 55	30 54	255 01	10 25	8 79	13 00	14 00	1 64
Johnston	12	223	403 15	7,100 30	7,503 45	33 59	322 46	31 84	305 66	5 55	5 91	9 98	11 42	1 19+
Lincoln	40	393	2,940 00	16,162 00	19,102 00	73 50	720 30	41 12	402 98	5 54	5 77	9 69	11 46	1 17
North Providence	.....	51	.....	2,207 50	2,207 50	.....	.....	43 28	432 80	7 14	6 51	10 82	11 87	1 19
North Smithfield	18	105	884 23	3,496 00	4,380 23	49 12	442 08	33 29	299 61	6 55	9 34	11 97	13 90	1 52
*Pawtucket	64	518	6,488 75	22,690 20	29,178 95	101 39	1,013 90	43 80	438 00	6 10	7 54	10 26	11 24	1 12+
*Providence	195	3,185	31,700 00	172,043 48	203,743 48	162 56	1,625 60	54 02	540 20	9 05	12 13	15 44	16 92	1 69
Scituate	37	126	1,332 07	3,460 25	4,792 32	36 00	280 80	27 46	214 19	6 62	6 33	10 26+	11 86	1 48
Smithfield	10	102	400 00	3,245 77	3,645 77	40 00	366 00	31 82	291 15	7 04	6 11	10 85	12 07	1 35
*Woonsocket	32	315	3,343 06	13,247 55	16,590 61	104 47	940 23	42 06	378 54	4 57	6 25	10 87	11 45	1 27
Totals	550	5,965	$53,586 32	$276,739 79	$330,326 11	$97 48	$935 33	$46 39	$445 34	$7 56	$9 33	$13 11	$14 49	$1 48
NEWPORT COUNTY.														
Jamestown	.....	21	.....	$610 00	$610 00	.....	.....	$29 05	$241 11	$6 77	$8 97	$14 52	$16 49	$1 97
Little Compton	16	66	$527 40	1,916 95	2,444 35	$32 96	$270 27	29 04	238 13	10 31	10 86	14 90	17 71	2 15
Middletown	.....	46	.....	2,082 00	2,082 00	.....	.....	45 26	418 65	10 21	12 47	18 42	21 03	2 29
*Newport	60	383	10,200 00	21,773 45	31,973 45	170 00	1,700 00	56 85	568 50	8 78	15 70	19 53	21 19	2 12
New Shoreham	10	23	567 94	754 75	1,322 69	56 79	380 49	32 81	219 83	5 01	5 25	6 92	8 32	1 25
Portsmouth	10	86	446 63	3,409 50	3,856 13	44 66	439 90	39 65	390 51	13 07	10 23	17 21	20 08	2 04
Tiverton	37	95	1,425 33	3,432 25	4,857 58	38 52	365 94	36 13	343 23	8 06	8 58	13 24	15 13	1 57
Totals	133	720	$13,167 30	$33,978 90	$47,146 20	$99 00	$930 60	$47 19	$443 59	$8 84	$12 77	$17 22	$19 20	$2 01

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WASHINGTON COUNTY.													
Charlestown	4	54	$119 00	$1,585 38	$1,704 38	$29 75	$220 15	$29 36	$217 26	$7 89	$7 82	$10 86	$11 84	$1 55
Exeter	38	44	1,042 23	1,201 82	2,244 05	27 43	190 64	27 31	189 80	10 15	8 07	12 13	15 16	2 08
Hopkinton	44	96	2,157 50	2,791 78	4,949 28	49 03	416 75	29 08	247 18	8 22	8 02	11 35	12 50	1 47
North Kingstown	27	130	1,547 24	4,371 60	5,918 84	57 30	475 59	33 63	279 12	8 53	7 02	10 17	12 18	1 42
Richmond	31	75	1,042 22	1,951 55	2,993 77	33 62	255 51	26 02	197 75	7 84	6 87	10 88	12 02	1 49
South Kingstown	48	190	2,693 09	5,729 94	8,423 03	56 10	460 02	30 16	247 31	7 21	7 89	11 38	12 82	1 54
*Westerly	57	202	4,272 50	7,704 43	11,976 93	74 95	667 05	38 14	339 44	9 09	9 24	11 31	12 61	1 36
Totals	249	791	$12,873 78	$25,336 50	$38,210 28	$51 70	$421 35	$32 03	$261 04	$8 31	$8 03	$11 13	$12 61	$1 47
KENT COUNTY.														
Coventry	44	142	$1,590 28	$4,130 55	$5,720 83	$36 14	$308 99	$29 09	$248 71	$5 65	$6 27	$10 51	$11 62	$1 31
East Greenwich	21	40	853 80	1,212 50	2,066 30	40 66	311 05	30 31	231 88	3 87	4 27	6 60	7 54	96
Warwick	78	192	4,746 25	7,059 40	11,805 65	60 85	562 86	36 77	340 12	4 64	4 73	7 87	9 07	96—
West Greenwich	19	64	545 89	1,478 07	2,023 96	28 73	199 67	23 09	160 48	10 54	9 50+	12 89	14 88	2 14
Totals	162	438	$7,736 22	$13,880 52	$21,616 74	$47 75	$403 48	$31 69	$266 78	$5 04	$5 26	$8 60	$9 81	$1 09
BRISTOL COUNTY.														
*Barrington	7	41	$427 50	$1,576 00	$2,003 50	$61 07	$604 59	$38 44	$380 56	$8 75	$7 71	$13 54	$15 18	$1 54—
*Bristol	30	207	2,600 00	6,284 42	8,884 42	86 67	866 70	30 36	303 60	7 56	8 33	10 33	11 33	1 13
*Warren	11	121	1,210 00	4,290 00	5,500 00	110 00	1,100 00	35 45	354 50	6 70	9 50	14 71	15 76	1 58
Totals	48	369	$4,237 50	$12,150 42	$16,387 92	$88 28	$882 80	$32 93	$329 30	$7 36	$8 60	$11 86	$12 95	$1 30

RECAPITULATION BY COUNTIES.

Providence County.	550	5,965	$53,586 32	$276,739 79	$330,326 11	$97 43	$935 33	$46 39	$445 34	$7 56	$9 33	$13 11	$14 40	$1 48
Newport County	133	720	13,167 30	33,978 90	47,146 20	99 00	930 60	47 19	443 59	8 84	12 77	17 22	19 20	2 01
Washington County	249	791	12,873 78	25,336 50	38,210 28	51 70	421 35	32 03	261 04	8 31	8 03	11 13	12 61	1 47
Kent County	162	438	7,736 22	13,880 52	21,616 74	47 75	403 48	31 69	266 78	5 04	5 26	8 60	9 81	1 09
Bristol County	48	369	4,237 50	12,150 42	16,387 92	88 28	882 80	32 93	329 30	7 36	8 60	11 86	12 95	1 30
Totals	1,142	8,283	$91,601 12	$362,086 13	$453,687 25	$80 21	$745 95	$43 71	$406 50	$7 54	$9 45	$12 86	$14 29	$1 48

NOTE.—Average yearly salary is obtained by multiplying average wages per month by the average length of schools or school year as found in Table III.
***Towns which have Free High Schools.**

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TABLE VIII.—PUBLIC DAY SCHOOLS.

School Year Ending April 30, 1885.

TOWNS.	COMPARATIVE STATISTICS OF ATTENDANCE, COST AND LENGTH OF SCHOOLS.																							
	Per cent. of those attending any school to whole school population. Census, January, 1885.	Rank.	Rank the year preceding.	Per cent. of average attendance in public day schools to whole number of different pupils enrolled.	Rank.	Rank the year preceding.	Amount of town appropriation for public schools, per school population.	Rank.	Rank the year preceding.	Amount spent for current expenses of public schools, including supervision, per school population.	Rank.	Rank the year preceding.	Rank as to cost per school population, including only teachers' wages.	Rank the year preceding.	Rank as to cost per pupils enrolled, including only teachers' wages.	Rank the year preceding.	Rank as to cost per average belonging, including only teachers' wages.	Rank the year preceding.	Rank as to cost per average attendance, including only teachers' wages.	Rank the year preceding.	Rank as to cost of each pupils' instruction per month including only teachers' wages.	Rank the year preceding.	Rank as to average length of schools.	Rank the year preceding.
PROVIDENCE COUNTY.																								
Burrillville	79.6	28	23	55.1	24	35	$3 51	29	27	$6 37	31	33	29	31	31	33	31	31	32	29	27	27	21	22
Cranston	84.7	19	24	64.7	8	28	5 09	17	21	7 04	28	28	28	28	25	29	33	25	33	28	34	31	14	11
Cumberland	84.1	20	25	62.2	13	15	4 99	19	18	7 19	26	27	27	26	15	14	13	14	15	15	23	20	11	15
East Providence	99.7	1	1	56.8	21	30	9 43	3	3	10 35	12	11	17	17	22	27	19	19	19	19	28	28	1	12
Foster	92.4	7	2	57.8	18	20	5 93	13	9	12 39	2	2	2	1	8	7	8	5	7	6	2	4	32	27
Glocester	95.5	4	12	62.8	12	13	5 65	14	25	11 25	5	14	5	12	12	18	11	17	13	17	10	10	24	34
Johnston	80.2	27	15	51.7	32	27	3 81	25	26	6 39	30	30	31	30	32	30	30	32	29	30	29	33	12	14
Lincoln	85.8	17	32	50.4	36	36	4 71	21	20	6 95	29	32	32	32	33	31	32	21	27	20	31	29	10	1
North Providence	81.2	26	29	54.9	25	16	3 88	24	19	8 24	20	21	20	20	26	22	24	20	23	23	30	30	2	9
North Smithfield	69.4	33	35	67.2	5	14	4 48	22	15	7 25	25	20	25	15	9	9	15	9	14	9	16	13	18	13
Pawtucket	82.9	22	28	67.1	6	5	8 78	6	7	8 02	23	25	26	29	21	19	28	24	31	27	33	32	2	1
Providence	81.3	25	19	71.7	4	4	9 24	4	4	10 69	11	9	9	8	3	3	4	4	5	5	9	8	2	1
Scituate	89.5	13	5	53.4	29	34	3 45	31	29	7 32	24	24	24	22	27	32	27	29	24	25	18	17	29	29
Smithfield	78.4	31	31	50.6	35	32	5 33	15	10	8 41	19	10	21	11	30	20	23	11	21	12	22	14	17	17
Woonsocket	82.2	24	33	54.6	26	21	6 20	11	13	6 29	32	26	35	33	29	15	21	13	28	14	25	22	18	1
NEWPORT COUNTY.																								
Jamestown	92.2	9	13	54.4	27	24	4 44	23	30	7 10	27	31	22	27	11	25	7	23	6	24	8	19	25	24
Little Compton	85.2	18	10	61.3	15	9	7 34	9	11	11 16	7	15	4	10	4	4	5	6	4	4	3	6	27	23
Middletown	78.4+	30	26	59.3	17	11	8 82	5	5	11 55	4	7	6	7	2	2	2	3	2	2	1	3	16	20

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Newport	71.4	32	30	74.1	1	1	8 65	7	2	11 83	3	3	10	6	1	1	1	1	1	1	5	5	2	1
New Shoreham	99.6	2	3	63.1	11	26	2 08	35	34	5 67	34	34	33	34	34	35	35	36	35	35	26	26	36	35
Portsmouth	90.5	11	11	50.9	33	25	11 73	1	1	14 49	1	1	1	2	5	6	3	2	3	3	7	7	9	10
Tiverton	82.4	23	18	56.7	22	17	6 30	10	17	9 28	18	23	14	21	13	13	10	15	11	13	12	12	13	19
WASHINGTON COUNTY.																										
Charlestown	92.6	6	7	66.	7	7	3 72	27	24	8 68	18	18	15	14	19	12	22	18	25	18	13	9	33	31
Exeter	92.3	8	6	53.2	30	31	4 98	20	16	10 90	9	8	7	4	16	11	14	8	10	7	6	2	35	32
Hopkinton	90.7	10	22	64.2	9	22	2 30	33	32	9 76	15	6	13	9	17	24	17	22	18	21	19	23	23	21
North Kingstown	96.8	3	14	57.7	19	8	5 04	18	22	9 86	14	12	12	18	23	21	29	27	20	28	20	25	26	25
Richmond	93.5	5	9	57.1	20	19	3 73	26	23	8 96	17	16	16	13	24	23	20	26	22	22	17	16	31	30
South Kingstown	89.1	14	16	61.5	14	10	3 71	28	33	8 12	22	22	19	23	18	26	16	33	16	33	14	15	28	33
Westerly	86.6	15	8	73.2	3	3	1 72	36	36	10 76	10	4	8	5	10	10	18	16	17	16	21	21	20	18
KENT COUNTY.																										
Coventry	67.3	34	27	53.9	28	18	3 46	30	28	6 24	33	29	30	25	28	28	25	28	26	31	24	24	22	26
East Greenwich	86.1	16	20	56.6	23	23	2 25	34	35	4 62	36	35	36	36	36	34	36	35	36	36	35	34	30	28
Warwick	63.2	35	36	52.1	31	33	2 75	32	31	5 16	35	36	34	35	35	36	34	34	34	34	36	36	15	16
West Greenwich	89.6	12	4	63.8	10	12	5 28	16	12	11 21	6	5	3	3	6	8	12	12	12	10	4	1	34	36
BRISTOL COUNTY.																										
Barrington	83.8	21	17	50.8	34	29	9 61	2	14	11 02	8	17	11	19	20	17	9	10	9	11	15	18	8	1
Bristol	79.4	29	21	73.5	2	2	7 75	8	6	10 03	13	19	18	24	14	16	26	30	30	32	32	35	2	1
Warren	62.5	36	34	60.3	16	6	6 09	12	8	8 16	21	13	23	16	7	5	6	7	8	8	11	11	2	1

COUNTIES.

Providence County	82.7	2	2	64.4	3	4	$7 71	2	2	$9 12	4	3	3	3	2	2	2	2	2	2	2	2	2	2
Newport County	76.3	3	3	66.5	1	2	8 11	1	1	11 28	1	1	1	1	1	1	1	1	1	1	1	1	3	3
Washington County	90.4	1	1	63.7	4	3	3 22	4	4	9 58	2	2	2	2	4	4	4	4	4	4	3	3	5	5
Kent County	68.2	5	5	53.7	5	5	2 97	5	5	5 61	5	5	5	5	5	5	5	5	5	5	5	5	4	4
Bristol County	73.6	4	4	66.4	2	1	7 33	3	3	9 44	3	4	4	4	3	3	3	3	3	3	4	4	1	1

NOTE.—In the above Table, the towns are ranked by marking the town having the highest per cent. or amount 1. When the per cent. or amount of two or more towns is the same, they are given the same rank, and the town having the next lower per cent. or amount is ranked as if the preceding towns had been ranked in regular order, and the same for counties.

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TABLE IX.—PUBLIC DAY SCHOOLS.

School Year ending April 30, 1885.

COMPARATIVE STATISTICS OF TEACHERS AND TEACHERS' WAGES.

TOWNS.	Per cent. of teachers educated at college to whole number of different teachers.	Rank.	Rank the year preceding.	Per cent. of teachers educated at high schools or academies to whole number of different teachers.	Rank.	Rank the year preceding.	Per cent. of teachers educated at normal schools to whole number of different teachers.	Rank.	Rank the year preceding.	Per cent. of teachers educated at common schools to whole number of different teachers.	Rank.	Rank the year preceding.	Rank as to number of pupils to a teacher, per average belonging.	Rank the year preceding.	Per cent. of service performed by male teachers to total service of teachers.	Rank.	Rank the year preceding.	Rank as to wages of male teachers per month.	Rank the year preceding.	Rank as to average yearly salary of males.	Rank the year preceding.	Rank as to wages of female teachers per month.	Rank the year preceding.	Rank as to average yearly salary of females.	Rank the year preceding.
PROVIDENCE CO.																									
Burrillville	....	....	17	50.	18	17	25.	23	19	25.	10	13	14	15	6.8	30	29	23	24	22	23	14	17	17	18
Cranston	4.2	18	25	25.	33	25	54.2	4	3	16.6	17	25	10	12	16.8	17	24	18	20	17	16	19	16	16	15
Cumberland	....	....	13	52.9	16	16	26.5	19	18	20.6	14	17	15	16	9.8	23	27	14	12	12	12	9	11	10	10
East Providence	3.3	19	32	33.3	27	32	63.4	3	2	....	....	....	13	5	3.8	33	32	6	8	4	7	8	5	6	7
Foster	....	....	34	27.6	31	34	6.9	33	27	66.5	2	2	36	36	38.7	2	1	33	35	32	34	36	36	36	36
Glocester	4.7	15	30	42.9	24	30	42.9	6	7	9.5	21	9	29	30	18.4	15	7	24	27	24	31	23	23	23	30
Johnston	....	....	20	58.9	12	20	29.4	15	8	11.7	20	18	16	13	5.1	32	34	28	15	23	14	21	21	18	17
Lincoln	2.1	21	6	59.6	11	6	25.5	22	22	12.8	19	23	3	3	9.2+	24	19	9	9	7	9	7	6	7	5
North Providence	....	....	35	20.	34	35	20.	26	10	60.	3	4	4	6	.....	....	22	23	16	15	18	5	2	4	3
North Smithfield	5.6	13	11	27.7	8	11	27.7	18	11	5.6	25	26	23	22	8.1	18	26	16	6	15	15	19	18	20	13
Pawtucket	10.	6	15	47.5	21	15	31.5	8	17	5.6	26	22	2	7	11.	26	31	6	5	6	4	4	4	3	4
Providence	5.1	14	21	77.2	1	2	15.1	29	28	2.6	29	29	7	29	5.8	31	23	2	2	1	2	2	3	2	2
Scituate	....	....	17	60.	10	16	20.	26	21	20.	15	15	28	28	22.7	11	11	26	29	27	30	32	30	32	31
Smithfield	....	....	....	57.1	13	21	28.6	17	4	14.3	18	20	20	25	8.9	26	35	21	32	20	27	22	17	21	19
Woonsocket	13.	4	3	60.9	9	10	26.1	20	20	.....	....	....	5	4	9.2	25	20	4	5	6	5	6	8	10	6
NEWPORT COUNTY.																									
Jamestown	16.7	3	....	50.	18	1	.....	....	....	33.3	7	....	34	26	.....	....	25	....	26	....	26	30	27	27	25
Little Compton	....	....	9	62.5	7	23	12.5	30	31	25.	10	6	32	33	19.5	14	8	29	30	28	28	31	28	28	24
Middletown	....	....	4	28.6	28	27	71.4	2	12	.....	....	11	26	28	.....	....	33	....	18	....	19	3	7	5	11

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Newport	8.9	8	8	51.1	17	22	35.6	11	6	4.4	27	27	9	10	13.5	19	21	1	2	1	2	1	1	1	1
New Shoreham	11.1	5	6	66.7	3	4	22.2	25	....	.....	....	14	8	13	30.3	5	3	13	17	19	24	20	32	30	32
Portsmouth	.....	....	....	46.7	23	17	33.3	12	9	20.	15	21	27	24	10.4	22	13	19	21	16	17	9	11	8	9
Tiverton	.....	....	....	47.1	22	12	29.4	15	14	23.5	12	24	22	21	28.	8	11	22	22	21	21	15	20	13	21
WASHINGTON Co.																									
Charlestown	.....	....	....	50.	18	14	41.7	7	26	8.3	23	12	30	32	6.9	29	9	30	31	30	32	27	29	31	29
Exeter	.....	....	....	27.3	30	25	4.5	35	32	68.2	1	3	33	34	46.3	1	2	32	34	33	35	33	33	34	34
Hopkinton	17.4	2	1	17.4	35	27	8.7	31	34	56.5	5	5	21	19	31.4	4	14	17	13	18	12	26	22	26	23
North Kingstown	4.3	17	15	65.3	5	5	26.1	20	29	4.3	28	19	17	17	17.2	16	17	12	11	13	13	18	15	22	22
Richmond	.....	....	....	66.7	3	30	7.4	32	14	25.9	8	7	31	31	29.2	6	5	27	28	29	29	34	34	33	33
South Kingstown	2.6	20	11	28.2	29	33	43.6	5	5	25 6	9	10	24	23	20.2	13	15	15	14	14	20	26	25	25	28
Westerly	7.7	9	6	53.8	15	7	30.8	14	25	7.7	24	28	11	9	22.	12	16	8	7	9	8	12	12	15	14
KENT COUNTY.																									
Coventry	.....	....	....	34.4	26	23	31.2	13	23	34.4	6	8	25	27	23.7	9	10	25	25	26	25	28	31	24	27
East Greenwich	9.1	7	2	63.6	6	9	18.2	28	24	9.1	22	....	6	11	34.4	3	11	20	19	25	22	25	23	29	26
Warwick	4.6	16	19	34.9	25	19	37.2	9	13	23.3	13	16	1	2	28.9	7	6	11	10	11	10	13	16	14	16
West Greenwich	6.7	12	....	26.6	32	27	6.7	34	33	60.	3	1	35	35	22.9	10	4	31	33	31	33	35	35	35	36
BRISTOL COUNTY.																									
Barrington	25.	1	....	.....	...	....	75.	1	1	.....	....	....	18	18	14.6	18	....	10	....	10	....	11	10	9	8
Bristol	7.1	11	4	67.9	2	3	25.	23	30	.....	....	....	12	8	12.7	20	28	7	4	7	4	24	24	19	20
Warren	7.2	10	10	57.1	13	7	35.7	10	16	.....	....	....	19	20	8.3	27	30	3	3	3	3	16	13	12	12

COUNTIES.

Providence County	4.7	4	4	61.7	1	2	24.3	5	3	9.3	4	4	1	1	8.4	5	4	2	2	1	2	2	1	1	1
Newport County	5.2	2	3	51.3	3	3	30.4	2	1	13.1	3	3	4	4	15.6	3	3	1	3	2	3	1	2	2	2
Washington County	4.9	3	2	43.8	4	5	24.3+	4	5	27.	2	2	5	5	23.9	2	2	4	4	4	4	4	4	5	4
Kent County	4.	5	5	36.6	5	4	28.7	3	4	30.7	1	1	2	3	27.	1	1	5	5	5	5	5	5	4	5
Bristol County	10.	1	1	54.	2	1	36.	1	2	. ....	....	....	3	2	11.5	4	5	3	1	3	1	3	3	3	3

NOTE.—In the above Table the towns are ranked by marking the town having the highest per cent. or amount 1. When the per cent. or amount of two or more towns is the same, they are given the same rank, and the town having the next lower per cent. or amount is ranked as if the preceding towns had been ranked in regular order, and the same for counties.

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TABLE X.—PUBLIC DAY SCHOOLS.

School Year ending April 30, 1885.

TOWNS.	Size of Ungraded Schools.							Average Size of Schools.			School Property.	
	No. having less than ten pupils.	Between ten and twenty.	Between twenty and thirty.	Between thirty and forty.	Between forty and fifty.	Between fifty and sixty.	Over sixty.	Graded schools.	Ungraded schools.	Graded and Ungraded schools.	No. of School Buildings.	Estimated value of sites, buildings, etc.
Providence County.												
Burrillville	4	4	....	1	1	1	....	46	19	33—	17	$26,150
Cranston	....	1	....	2	1	1	1	45	43	44	10	30,900
Cumberland	2	7	2	....	....	....	....	51	15	33+	15	41,450
East Providence	1	1	....	2	1	1	1	39	36	38	14	69,994
Foster	10	7	....	....	....	....	....	.....	12	12	17	6,510
Glocester	1	8	2	....	....	....	....	57	15	21	12	8,840
Johnston	1	7	2	2	1	1	....	48	22	33	15	18,750
Lincoln	....	1	1	2	....	....	....	50	27	48	14	114,200
North Providence	....	....	1	....	....	....	1	54	47	51	3	5,000
North Smithfield	....	7	1	....	1	1	....	40	21	26	11	11,700
Pawtucket	....	....	....	2	2	....	....	53	46	53	19	217,427
Providence	....	....	....	....	....	....	....	53	.....	53	51	974,454
Scituate	2	9	3	2	1	....	....	38	19	22	19	12,200
Smithfield	1	3	2	1	....	....	....	39	20	28	10	23,750
Woonsocket	....	1	....	1	....	..	....	42	26	41	13	140,000
Totals	22	56	14	15	8	5	3	51	22	44	240	$1,701,325
Newport County.												
Jamestown	....	1	....	....	....	....	....	15	12	14	2	$1,400
Little Compton	2	7	1	....	....	....	....	.....	16	16	10	5,800
Middletown	1	1	1	2	...	....	....	.....	23	23	5	9,100
Newport	....	....	1	....	....	....	....	44	25	43	11	128,135
New Shoreham	....	....	....	3	2	....	....	.....	38	38	5	8,500
Portsmouth	1	1	5	1	....	....	....	22	22	22	9	13,050
Tiverton	....	6	3	1	....	3	....	.....	28	28	13	16,900
Totals	4	16	11	7	2	3	....	41	24	33	55	$182,885
Washington County.												
Charlestown	1	3	2	1	....	....	....	26	19	20	7	$3,050
Exeter	2	9	1	....	....	....	....	.....	15	15	12	5,700
Hopkinton	1	3	3	....	1	....	....	33	21	27	10	13,525
North Kingstown	1	3	3	....	2	1	...	35	27	31	14	30,000
Richmond	5	5	....	2	1	....	....	22	18	18	14	15,850
South Kingstown	1	10	5	1	....	....	....	37	17	26	22	31,700
Westerly	2	3	1	3	1	....	....	42	27	37	14	73,400
Totals	13	36	15	7	5	1	....	37	20	27	93	$173,225
Kent County.												
Coventry	3	9	....	2	....	....	....	41	16	25	18	$19,200
East Greenwich	....	2	1	....	....	....	....	51	20	39	6	9,700
Warwick	....	1	3	2	1	1	1	62	36	54	18	34,000
West Greenwich	5	7	....	....	....	....	....	.....	13	13	12	4,300
Totals	8	19	4	4	1	1	1	55	20	36	54	$67,200
Bristol County.												
Barrington	....	1	..	2	....	1	....	25	31	30	4	$8,500
Bristol	....	....	....	3	....	....	....	50	36	48	7	65,000
Warren	....	1	1	1	....	....	....	50	24	41	5	29,000
Totals	....	2	1	6	....	1	....	49	30	43	16	$102,500
RECAPITULATION BY COUNTIES.												
Providence County	22	56	14	15	8	5	3	51	22	44	240	$1,701,325
Newport County	4	16	11	7	2	3	....	41	24	33	55	182,885
Washington County	13	36	15	7	5	1	....	37	20	27	93	173,225
Kent County	8	19	4	4	1	1	1	55	20	36	54	67,200
Bristol County	....	2	1	6	....	1	....	49	30	43	16	102,500
Totals	47	129	45	39	16	11	4	49	22	40	458	$2,227,135

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TABLE XI.—EVENING SCHOOLS.

School Year ending April 30, 1885.

ATTENDANCE, ETC.

TOWNS.	Schools.		Average number of teachers employed.	Attendance.						Minimum age of admission.
	Number.	Average length in weeks.		No. of different boys registered.	No. of different girls registered.	Total.	Average number belonging.	Average attendance.	Aggregate number of weeks' attendance.	
Cumberland	7	5 3-5	14	260	241	501	327	286	1,602	12
Newport	2	12	9	142	77	219	125	49	402	.....
*North Smithfield	1	9 3-5	2	50	18	68	50	42	403	.....
Pawtucket	5	13 1-5	29	760	282	1,042	826	325	4,570	.....
*Providence	12	18 1-5	128	1,723	536	2,259	1,838	1,416	25,047	.....
Scituate	1	13 3-5	2	31	8	39	31	25	340	8
*Warren	2	11	3	72	55	127	98	60	660	14
*Woonsocket	3	10	13	328	131	459	202	168	1,650	15
Totals	33	13	200	3,366	1,348	4,714	3,497	2,371	34,674	.....

NOTE.—Five evenings are reckoned as one week. Number of different teachers employed: Males, 87; Females, 139. Total, 226. Aggregate length of schools, 425 4-5 weeks. Towns in which pupils who attend day schools are never or very rarely admitted are marked by a *.

TABLE XII.—EVENING SCHOOLS.

School Year ending April 30, 1885.

EXPENDITURES.

TOWNS.	Aggregate number evenings' service performed by males.	Aggregate number evenings' service performed by females.	Amount paid males.	Amount paid females.	Other expenses.	Total expenditures.	Cost of Instruction, including only Teachers' Wages.		
							Cost per capita of pupils enrolled.	Cost per capita of the average attendance.	Cost per week for each pupil's instruction.
Cumberland	155	246	$206 00	$298 00	$96 00	$600 00	$1 01	$1 76	$ 31
Newport	20	396	60 00	808 34	.....	868 34	3 96	17 72	2 16
North Smithfield	71	16	86 40	9 60	7 47	103 47	1 41	2 29	24
†Pawtucket	1,117	1,037	1,410 50	1,037 00	300 35	2,747 85	2 35	7 53	54
‡Providence	3,720	7,003	5,549 50	7,003 00	2,021 26	14,573 76	5 56	8 86	50
Scituate	68	68	68 00	34 00	6 80	108 80	2 61	4 08	30
†Warren	165	.....	187 00	.....	123 70	310 70	1 47	3 12	28
‡Woonsocket	241	679	389 00	379 00	207 97	975 97	1 67	4 57	47
Totals	5,557	9,145	$7,956 40	$9,568 94	$2,763 55	$20,288 89	$3 72	$7 39	$ 51

NOTE.—Towns which furnish books in part are designated by a †, those furnishing wholly by a ‡.

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TABLE XIII.—PUBLIC DAY SCHOOLS.

Comparative Statistics of the Years 1875 and 1885.

TOWNS.	ATTENDANCE.						SCHOOLS.			TEACHERS AND TEACHERS' WAGES.						COST OF INSTRUCTION INCLUDING ONLY TEACHERS WAGES.				
	Increase in school population in ten years.	Increase in number of different pupils enrolled.	Increase in average number belonging.	Increase in average attendance.	Increase in aggregate number of months' attendance.	Increase in per cent. of average attendance to whole number of different pupils enrolled.	Increase in graded schools in ten years.	Increase in ungraded schools.	Increase in average length of schools.	Increase in average number of teachers in ten years.	Increase in aggregate number of months' service of male teachers.	Increase in aggregate number of months' service of female teachers.	Increase in average wages per month of male teachers.	Increase in average wages per month of female teachers.	Increase in total amount paid teachers.	Increase in cost per capita of school population in ten years.	Increase in cost per capita of pupils enrolled.	Increase in cost per capita of average number belonging.	Increase in cost per capita of average attendance.	Increase in cost per month for for each pupil's instruction.
									M. D.											
PROVIDENCE Co.																				
Burrillville	‡ 24	155	‡ 33	78	1,157	‡ .8	1	....	14	1	13	12	*	‡$1.64	$665.21	$ .64	‡$ .27	$1.32	‡$ .34	$‡ .17
Cranston	‡ 122	113	99	132	1,116	7.8	5	‡ 4	2	2	13	‡ 4	‡$15.27	‡ 2.23	‡ 74.50	.58	‡ 1.11	‡ 1.73	‡ 3.42	‡ .31
Cumberland	300	340	102	139	1,381	‡ 9.1	4	1	4	4	9	46	‡ 24.84	‡ 1.75	1,637.40	‡ .14	‡ 1.46	.57	‡ .37	‡ .04
East Providence	459	768	398	368	4,214	‡ 9.8	12	....	19	12	‡ 10	137	.13	1.13	3,734.00	.28	‡ 2.44	‡ 1.43	‡ 1.82	‡ .32
Foster	‡ 45	‡ 142	‡ 178	‡ 55	‡ 251	6.2	....	‡ 1	14	‡ 1	10	‡ 7	‡ 7.79	‡ 6.07	‡ 674.81	‡ 1.51	1.53	5.01	1.00	.08
Glocester	‡ 69	9	‡ 39	11	494	1.3	....	....	1.11	.....	3	23	‡ 7.82	‡ 10.42	‡ 53.63	1.54	‡ .32	1.43	‡ .82	‡ .49
Johnston	280	269	118	172	1,435	3.2	3	2	‡ 9	6	‡ 11	65	‡ 25.85	‡ 8.28	‡ 202.55	‡ 1.63	‡ 1.79	‡ 2.17	‡ 4.47	‡ .39
Lincoln	728	1,413	944	750	7,605	2.	16	....	6	16	‡ 1	193	‡ 16.98	‡ 2.63	6,641.74	.96	‡ .81	‡ 2.44	‡ 2.13	‡ .26
North Providence	65	138	76	88	880	6.1	.....	1	.....	2	‡ 10	31	**	‡ 8.72	367.50	‡ .40	‡ 2.64	‡ 3.55	‡ 6.90	‡ .69
North Smithfilied	‡ 34	7	92	87	686	17.8	2	....	8	1	‡ 3	15	2.22	‡ 3.23	108.73	.47	.10	‡ 3.62	‡ 4.83	‡ .43
Pawtucket	933	779	846	979	10,677	14.8	16	2	1.1	20	14	226	† 17.11	‡ 1.76	9,949.55	1.11	1.32	.63	.02	‡ .14
Providence	3,338	3,296	1,316	1,043	10,430	‡ 9.7	38	....	.....	78	45	735	‡ 19.44	‡ 3.35	35,874.00	.30	‡ 1.04	1.31	1.66	.16
Scituate	‡ 117	38	‡ 39	‡ 9	293	‡ 4.	2	‡ 1	13	1	15	5	‡ 1.90	‡ 8.20	‡ 356.52	.50	‡ .83	.09	‡ .60	‡ .26
Smithfield	‡ 129	58	‡ 11	19	288	‡ 1.9	1	‡ 1	15	.....	‡ 11	22	‡ 4.29	‡ 4.66	‡ 203.33	1.09	‡ 1.03	‡ .24	‡ 1.53	‡ .24
Woonsocket	394	658	509	537	3,921	8.9	18	....	‡ 1.	16	‡ 11	130	‡ 20.79	‡ .91	3,254 60	.45	‡ .43	‡ 2.24	‡ 3.17	‡ .19
Totals	5,957	7,899	4,200	4,339	44,326	‡ 2.7	118	‡ 1	.6	158	65	1,629	‡$12.53	‡$3.50	$60,667.39	$ .42	‡$ .47	$ .27	‡$ .13	‡$ .03
NEWPORT Co.																				
Jamestown	11	13	‡ 1	5	53	‡ 3.8	2	‡ 1	.6	1	.....	5	.....	‡$3.39	$91.00	$ .20	‡$ .46	$2.45	$ .27	‡$ .06
Little Compton	22	‡ 44	‡ 45	‡ 24	‡ 45	1.1	....	....	.16	.....	‡ 6	14	‡ $1.57	‡ 1.72	85.11	‡ .66	2.09	3.61	3.15	.15
Middletown	‡ 1	‡ 8	‡ 22	.....	‡ 3	2.7	....	....	.....	.....	‡ 18	18	**	‡ .96	‡ 142.90	‡ .64	‡ .24	1.94	‡ 1.44	‡ .15

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Newport	834	268	343	306	3,060	6.1	5	...	.....	5	20	33	26.67	8.01	7,009.95	‡ .11	1.59	.24	.44	.05
New Shoreham	‡ 2	19	.....	22	234	4.3	....	1	.14	1	‡ 1	10	1.07	2.46	315.19	1.22	.93	1.65	.97	.03
Portsmouth	‡ 107	‡ 6	‡ 82	‡ 38	‡ 267	‡ 9.1	....	1	.13	1	‡ 4	17	‡ 18.53	‡ 3.34	4.93	4.49	.18	4.63	3.34	.26
Tiverton	143	148	.....	54	1,147	‡ 7.2	....	1	2.4	2	15	29	‡ 10.07	.33	1,427.03	.60	.37	3.89	2.28	‡ .20
Totals	900	390	193	325	4,179	2.	7	2	.12	10	6	126	$3.54	$3.03	$8,790.31	.19	$1.15	$2.15	$1.19	.02
WASHINGTON CO.																				
Charlestown	‡ 31	‡ 18	‡ 6	3	‡ 66	6.3	.. .	....	‡ 14	.....	‡ 23	8	‡$12.44	‡$7.20	‡$1,116.69	‡$3.53	‡$4.13	‡$6.45	‡$8.17	‡$ .87
Exeter	‡ 69	15	15	9	140	.3	....	....	8	.....	4	‡ 1	‡ 6.59	‡ 3.34	‡ 292.12	1.40	‡ 1.57	‡ 2.79	‡ 3.08	‡ .61
Hopkinton	.....	‡ 99	‡ 24	32	263	13.4	2	‡ 1	.....	1	2	10	‡ 4.10	‡ 7.35	‡ 415.32	‡ .69	.53	‡ .31	‡ 2.23	‡ .25
North Kingstown	27	265	142	135	1,206	‡ 3.	6	‡ 3	12	3	‡ 19	52	3.82	‡ 2.04	675.59	.67	‡ 2.05	‡ 1.75	‡ 2.76	‡ .36
Richmond	‡ 13	‡ 25	‡ 75	‡ 23	‡ 157	‡ 1.9	‡ 1	...	8	‡ 1	‡ 14	5	‡ 3.55	3.12	‡ 719.23	‡1.56	‡ 1.18	.17	‡ 1.63	‡ .23
South Kingstown	139	98	‡ 89	7	1,107	‡ 5.5	7	‡ 2	1.10	4	‡ 3	74	7.94	‡ 4.24	1,976.13	.95	1.24	3.60	2.91	.06
Westerly	163	271	174	155	1,376	‡ 4.3	3	‡ 3	3	‡ 2	12	‡ 11	‡ 16.59	‡ 8.95	‡ 2,171.52	‡3.17	‡ 4.55	‡ 4.67	‡ 5.18	‡ .55
Totals	216	507	137	318	3,869	‡ .1	17	‡ 9	.9	5	‡ 41	137	‡ $ .84	‡$6.25	‡$2,063.16	‡$ .87	‡$1.45	‡$1.09	‡$2.24	‡$ .35
KENT COUNTY.																				
Coventry	8	183	‡ 46	‡ 40	263	‡19.	6	‡ 3	1.1	2	2	31	‡$22.42	$ .37	$72.75	$ .02	‡$ .46	$ .94	$1.01	‡$ .07
East Greenwich	‡ 65	11	36	42	129	7.6	1	‡ 1	‡ 17	.....	13	‡ 20	.66	‡ 6.01	‡ 433.20	‡ .30	‡ 1.02	‡ 2.42	‡ 3.23	‡ 27
Warwick	‡ 85	870	436	378	3,867	‡ 4.7	2	....	5	2	11	19	‡ 9.68	3.21	1,273.30	.64	‡ 1.74	‡ 2.03	‡ 2.32	‡ .28
West Greenwich	‡ 54	‡ 36	‡ 3	2	46	10.	....	1	8	1	‡ 22	33	‡ 5.35	‡ 9.59	‡ 386.57	.74	‡.18	‡ 2.17	‡ 3.11	‡ .54
Totals	‡ 196	1,028	423	382	4,305	‡ 5.5	9	‡ 3	.8	5	4	63	‡ $8.60	‡$ .81	$526.28	$ .34	‡$1.59	‡$1.49	‡$1.76	‡$ .27
BRISTOL COUNTY.																				
Barrington	‡ 16	105	33	25	391	‡18.2	1	....	1.3	1	7	6	*	$ .67	$681.50	$3.35	‡$ .82	$2.04	$2.83	$ .09
Bristol	41	270	182	181	2,146	‡ 2.3	4	1	11	7	7	47	‡$15.51	2.34	2,050.79	1.53	‡ .25	.25	.....	‡ .07
Warren	‡ 71	‡ 4	‡ 1	10	80	2.2	....	....	.....	.....	‡ 5	2	6.09	.90	‡ 250.00	.25	‡ .36	‡ .62	‡ 1.20	‡ .11
Totals	‡ 46	371	214	216	2,617	‡ 2.	5	1	.10	8	9	55	‡$14.60	$1.42	$2,482.29	$1.24	‡$. 46	‡$ .05	‡$ .31	‡$ .08

COUNTIES.

Providence Co.	5,957	7,899	4,200	4,339	44,326	‡ 2.7	118	‡ 1	.6	158	65	1,629	‡$12.53	‡$3.50	$60,667.39	$ .42	‡$ .47	$ .27	‡$ .13	‡$ .03
Newport County	900	390	193	325	4,179	2.	7	2	.12	10	6	126	3.54	3.03	8,790.31	.19	1.15	2.15	1.19	.02
Washington Co.	216	507	137	318	3,869	‡ .1	17	‡ 9	.9	5	‡ 41	137	‡ .84	‡ 6.25	‡ 2,063.16	‡ .87	‡ 1.45	‡ 1.09	‡ 2.24	‡ .35
Kent County	‡ 196	1,028	423	382	4,305	‡ 5.5	9	‡ 3	.8	5	4	63	‡ 8.60	‡ .81	526.28	.34	‡ 1.59	‡ 1.49	‡ 1.76	‡ .27
Bristol County	‡ 46	371	214	216	2,617	‡ 2.	5	1	.10	8	9	55	‡ 14.60	1.42	2,482.29	1.24	‡ .46	‡ .05	‡ .31	‡ .08
Totals	6,831	† 10,195	5,167	5,580	59,296	.....	156	‡10	.8	186	43	2,010	‡ $4.97	‡$2.46	$70,403.11	$ .35	‡$ .24	$ .13	‡$ .36	‡$ .08

† Deducting re-enrollments, increase is 8,436.

* No male teachers employed in 1875.

** No male teachers employed in 1885.

‡ Decrease.

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TABLE XIII.—PUBLIC DAY SCHOOLS.

Comparative Statistics of the Years 1875 and 1885.

TOWNS.	ATTENDANCE.						SCHOOLS.			TEACHERS AND TEACHERS' WAGES.						COST OF INSTRUCTION INCLUDING ONLY TEACHERS WAGES.				
	Increase in school population in ten years.	Increase in number of different pupils enrolled.	Increase in average number belonging.	Increase in average attendance.	Increase in aggregate number of months' attendance.	Increase in per cent. of average attendance to whole number of different pupils enrolled.	Increase in graded schools in ten years.	Increase in ungraded schools.	Increase in average length of schools.	Increase in average number of teachers in ten years.	Increase in aggregate number of months' service of male teachers.	Increase in aggregate number of months' service of female teachers.	Increase in average wages per month of male teachers.	Increase in average wages per month of female teachers.	Increase in total amount paid teachers.	Increase in cost per capita of school population in ten years.	Increase in cost per capita of pupils enrolled.	Increase in cost per capita of average number belonging.	Increase in cost per capita of average attendance.	Increase in cost per month for for each pupil's instruction.
									M. D.											
PROVIDENCE Co.																				
Burrillville.....	† 24	155	† 33	78	1,157	† .8	1	....	14	1	13	12	*	‡$1.64	$665.21	$ .64	‡$ .27	$1.32	‡$ .34	$‡ .17
Cranston.....	† 122	113	99	132	1,116	7.8	5	† 4	2	2	13	† 4	‡$15.27	‡ 2.23	† 74.50	.58	‡ 1.11	‡ 1.73	‡ 3.42	‡ .31
Cumberland.....	300	340	102	139	1,381	‡ 9.1	4	1	4	4	9	46	† 24.84	‡ 1.75	1,637.40	† .14	‡ 1.46	.57	‡ .37	‡ .04
East Providence..	459	768	398	368	4,214	‡ 9.8	12	....	19	12	† 10	137	.13	1.13	3,734.00	.28	‡ 2.44	‡ 1.43	‡ 1.82	‡ .32
Foster.....	‡ 45	† 142	‡ 178	‡ 55	‡ 251	6.2	....	‡ 1	14	‡ 1	10	‡ 7	‡ 7.79	‡ 6.07	‡ 674.81	‡ 1.51	1.53	5.01	1.00	.08
Glocester	‡ 69	9	‡ 39	11	494	1.3	....	....	1.11	.....	3	23	‡ 7.82	‡ 10.42	‡ 53.63	1.54	‡ .32	1.43	‡ .82	‡ .49
Johnston.....	280	269	118	172	1,435	3.2	3	2	‡ 9	6	‡ 11	65	‡ 25.85	‡ 8.28	‡ 202.55	‡ 1.63	‡ 1.79	‡ 2.17	‡ 4.47	‡ .39
Lincoln	728	1,413	944	750	7,605	2.	16	....	6	16	‡ 1	193	‡ 16.98	‡ 2.63	6,641.74	.96	‡ .81	‡ 2.44	‡ 2.13	‡ .26
North Providence.	65	138	76	88	880	6.1	....	1	.....	2	‡ 10	31	**	‡ 8.72	367.50	‡ .40	‡ 2.64	‡ 3.55	‡ 6.90	‡ .69
North Smithfiled..	‡ 34	7	92	87	686	17.8	2	....	8	1	‡ 3	15	2.22	‡ 3.23	108.73	.47	.10	‡ 3.62	‡ 4.83	‡ .43
Pawtucket.....	933	779	846	979	10,677	14.8	16	2	1.1	20	14	226	† 17.11	‡ 1.76	9,949.55	1.11	1.32	.63	.02	‡ .14
Providence..... .	3,338	3,296	1,316	1,043	10,430	‡ 9.7	38	....	.....	78	45	735	‡ 19.44	‡ 3.35	35,874.00	.30	‡ 1.04	1.31	1.66	.16
Scituate.....	‡ 117	38	‡ 39	‡ 9	293	‡ 4.	2	‡ 1	13	1	15	5	‡ 1.90	‡ 8.20	‡ 356.52	.50	‡ .83	.09	‡ .60	‡ .26
Smithfield.....	‡ 129	58	‡ 11	19	288	‡ 1.9	1	‡ 1	15	.....	‡ 11	22	‡ 4.29	‡ 4.66	‡ 203.33	1.09	‡ 1.03	‡ .24	‡ 1.53	‡ .24
Woonsocket.....	394	658	509	537	3,921	8.9	18	....	‡ 1.	16	‡ 11	130	‡ 20.79	‡ .91	3,254 60	.45	‡ .43	‡ 2.24	‡ 3.17	‡ .19
Totals.....	5,957	7,899	4,200	4,339	44,326	‡ 2.7	118	‡ 1	.6	158	65	1,629	‡$12.53	‡$3.50	$60,667.39	$ .42	‡$ .47	$ .27	‡$ .13	‡$ .03
NEWPORT Co.																				
Jamestown.....	11	13	‡ 1	5	53	‡ 3.8	2	‡ 1	.6	1	.....	5	.....	‡$3.39	$91.00	$ .20	‡$ .46	$2.45	$ .27	‡$ .06
Little Compton...	22	‡ 44	‡ 45	‡ 24	‡ 45	1.1	....	....	.16	.....	‡ 6	14	‡ $1.57	‡ 1.72	85.11	‡ .66	2.09	3.61	3.15	.15
Middletown.....	‡ 1	‡ 8	‡ 22	.....	‡ 3	2.7	....	....	.....	.....	‡ 18	18	**	‡ .96	‡ 142.90	‡ .64	‡ .24	1.94	‡ 1.44	‡ .15

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Newport	834	268	343	306	3,060	6.1	5	...	.....	5	20	33	26.67	8.01	7,009.95	‡ .11	1.59	.24	.44	.05
New Shoreham	‡ 2	19	.....	22	234	4.3	....	1	.14	1	‡ 1	10	1.07	2.46	315.19	1.22	.93	1.65	.97	.03
Portsmouth	‡ 107	‡ 6	‡ 82	‡ 38	‡ 267	‡ 9.1	....	1	.13	1	‡ 4	17	‡ 18.53	‡ 3.34	4.93	4.49	.18	4.63	3.34	.26
Tiverton	143	148	.....	54	1,147	‡ 7.2	....	1	2.4	2	15	29	‡ 10.07	.33	1,427.03	.60	.37	3.89	2.28	‡ .20
Totals	900	390	193	325	4,179	2.	7	2	.12	10	6	126	$3.54	$3.03	$8,790.31	.19	$1.15	$2.15	$1.19	.02
WASHINGTON CO.																				
Charlestown	‡ 31	‡ 18	‡ 6	3	‡ 66	6.3	.. .	....	‡ 14	.....	‡ 23	8	‡$12.44	‡$7.20	‡$1,116.69	‡$3.53	‡$4.13	‡$6.45	‡$8.17	‡$ .87
Exeter	‡ 69	15	15	9	140	.3	....	....	8	.....	4	‡ 1	‡ 6.59	‡ 3.34	‡ 292.12	1.40	‡ 1.57	‡ 2.79	‡ 3.08	‡ .61
Hopkinton	.....	‡ 99	‡ 24	32	263	13.4	2	‡ 1	.....	1	2	10	‡ 4.10	‡ 7.35	‡ 415.32	‡ .69	.53	‡ .31	‡ 2.23	‡ .25
North Kingstown	27	265	142	135	1,206	‡ 3.	6	‡ 3	12	3	‡ 19	52	3.82	‡ 2.04	675.59	.67	‡ 2.05	‡ 1.75	‡ 2.76	‡ .36
Richmond	‡ 13	‡ 25	‡ 75	‡ 23	‡ 157	‡ 1.9	‡ 1	....	8	‡ 1	‡ 14	5	‡ 3.55	‡ 3.12	‡ 719.23	‡1.56	‡ 1.18	.17	‡ 1.63	‡ .23
South Kingstown	139	98	‡ 89	7	1,107	‡ 5.5	7	‡ 2	1.10	4	‡ 3	74	7.94	‡ 4.24	1,976.13	.95	1.24	3.60	2.91	.06
Westerly	163	271	174	155	1,376	‡ 4.3	3	‡ 3	3	‡ 2	12	‡ 11	‡ 16.59	‡ 8.95	‡ 2,171.52	‡3.17	‡ 4.55	‡ 4.67	‡ 5.18	‡ .55
Totals	216	507	137	318	3,869	‡ .1	17	‡ 9	.9	5	‡ 41	137	‡ $ .84	‡$6.25	‡$2,063.16	‡$ .87	‡$1.45	‡$1.09	‡$2.24	‡$ .35
KENT COUNTY.																				
Coventry	8	183	‡ 46	‡ 40	263	‡19.	6	‡ 3	1.1	2	2	31	‡$22.42	$ .37	$72.75	$ .02	‡$ .46	$ .94	$1.01	‡$ .07
East Greenwich	‡ 65	11	36	42	129	7.6	1	‡ 1	‡ 17	.....	13	‡ 20	.66	‡ 6.01	‡ 433.20	‡ .30	‡ 1.02	‡ 2.42	‡ 3.23	‡ 27
Warwick	‡ 85	870	436	378	3,867	‡ 4.7	2	....	5	2	11	19	‡ 9.68	3.21	1,273.30	.64	‡ 1.74	‡ 2.03	‡ 2.32	‡ .28
West Greenwich	‡ 54	‡ 36	‡ 3	2	46	10.	....	1	8	1	‡ 22	33	‡ 5.35	‡ 9.59	‡ 386.57	.74	‡ .18	‡ 2.17	‡ 3.11	‡ .54
Totals	‡ 196	1,028	423	382	4,305	‡ 5.5	9	‡ 3	.8	5	4	63	‡ $8.60	‡$ .81	$526.28	$ .34	‡$1.59	‡$1.49	‡$1.76	‡$ .27
BRISTOL COUNTY.																				
Barrington	‡ 16	105	33	25	391	‡18.2	1	....	1.3	1	7	6	*	$ .67	$681.50	$3.35	‡$ .82	$2.04	$2.83	$ .09
Bristol	41	270	182	181	2,146	‡ 2.3	4	1	11	7	7	47	‡$15.51	2.34	2,050.79	1.53	‡ .25	.25	.....	‡ .07
Warren	‡ 71	‡ 4	‡ 1	10	80	2.2	....	....	.....	.....	‡ 5	2	6.09	.90	‡ 250.00	.25	‡ .36	‡ .62	‡ 1.20	‡ .11
Totals	‡ 46	371	214	216	2,617	‡ 2.	5	1	.10	8	9	55	‡$14.60	$1.42	$2,482.29	$1.24	‡$. 46	‡$ .05	‡$ .31	‡$ .08

COUNTIES.

Providence Co.	5,957	7,899	4,200	4,339	44,326	‡ 2.7	118	‡ 1	.6	158	65	1,629	‡$12.53	‡$3.50	$60,667.39	$ .42	‡$ .47	$ .27	‡$ .13	‡$ .03
Newport County	900	390	193	325	4,179	2.	7	2	.12	10	6	126	3.54	3.03	8,790.31	.19	1.15	2.15	1.19	.02
Washington Co.	216	507	137	318	3,869	‡ .1	17	‡ 9	.9	5	‡ 41	137	‡ .84	‡ 6.25	‡ 2,063.16	‡ .87	‡ 1.45	‡ 1.09	‡ 2.24	‡ .35
Kent County	‡ 196	1,028	423	382	4,305	‡ 5.5	9	‡ 3	.8	5	4	63	‡ 8.60	‡ .81	526.28	.34	‡ 1.59	‡ 1.49	‡ 1.76	‡ .27
Bristol County	‡ 46	371	214	216	2,617	‡ 2.	5	1	.10	8	9	55	‡ 14.60	1.42	2,482.29	1.24	‡ .46	‡ .05	‡ .31	‡ .08
Totals	6,831	† 10,195	5,167	5,580	59,296	.....	156	‡10	.8	186	43	2,010	‡ $4.97	‡$2.46	$70,403.11	$ .35	‡$ .24	$ .13	‡$ .36	‡$ .08

† Deducting re-enrollments, increase is 8,436.

* No male teachers employed in 1875.

‡ Decrease.

** No male teachers employed in 1885.

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TABLE XIV.—PUBLIC SCHOOLS.

Comparative Statistics of the Years 1875 and 1885.

TOWNS.	RECEIPTS. Increase in ten years in amount received from the State.	Increase in amount received from the town.	Increase in amount received from district taxation.	Increase in amount received from school funds, individuals, and corporations.	Increase in amount received from registry taxes and all other sources.	Total increase in receipts in ten years.
PROVIDENCE CO.						
Burrillville	† $391 32	$800 00	† $4,098 88	$10 92	$471 55	† $3,207 73
Cranston	† 98 47	1,638 69	† 3,460 38	† 147 60	† 322 63	† 2,390 39
Cumberland	573 35	930 00	3,260 54	4 00	818 06	5,585 95
East Providence	319 06	7,135 00	* 15,058 62	.....	258 86	22,771 54
Foster	† 156 09	† 146 09	58 00	† 150 00	† 1,125 57	† 1,519 75
Glocester	† 201 60	644 50	394 86	1 00	† 90 18	748 58
Johnston	† 204 65	405 00	808 64	† 8 45	† 839 21	161 33
Lincoln	1,040 34	6,550 00	5,402 79	4,500 00	† 572 57	16,920 56
North Providence	† 40 27	† 900 00	.....	22 00	202 71	† 715 56
North Smithfield	13 66	100 00	250 00	53 47	† 25 05	392 08
Pawtucket	616 28	20,000 00	.....	.....	6,500 68	27,116 96
Providence	938 29	24,797 14	*† 96,051 88	.....	† 760 27	† 71,076 72
Scituate	† 163 82	100 00	† 144 10	99 40	† 662 87	† 771 39
Smithfield	† 80 09	110 00	.....	.....	55 62	85 53
Woonsocket	902 24	7,500 00	† 13,125 00	.....	1,479 89	† 3,242 87
Totals	$3,066 91	$69,664 24	† $91,646 79	$4,384 74	$5,389 02	† $9,141 88
NEWPORT COUNTY.						
Jamestown	$31 91	$150 00	.....	† $7 54	$20 40	$194 77
Little Compton	† 46 90	240 00	.....	14 75	† 65 56	142 29
Middletown	† 51 71	50 00	.....	.....	53 38	51 67
Newport	† 233 65	14,000 00	*† 3,750 00	† 2,514 20	12,918 21	20,420 36
New Shoreham	† 175 10	† 140 10	36 86	10 00	† 314 36	† 582 70
Portsmouth	† 61 04	† 40 00	† 15 32	.....	† 294 70	† 411 06
Tiverton	16 60	1,800 00	4,279 30	1,531 07	325 91	7,952 88
Totals	† $519 89	$16,059 90	$550 84	† $965 92	$12,643 28	$27,768 21
WASHINGTON CO.						
Charlestown	† $80 57	† $5 57	† $1,124 80	† $506 00	$21 93	† $1,695 01
Exeter	† 84 31	† 34 31	† 1,135 00	† 50 00	† 913 87	† 2,217 49
Hopkinton	† 60 44	63 78	727 08	† 50 72	† 1,667 56	† 987 86
North Kingstown	† 60 50	1,100 00	4,081 90	35	† 411 00	4,710 75
Richmond	† 140 69	† 90 29	364 34	5 37	† 760 94	† 622 21
South Kingstown	† 138 55	1,837 55	3,581 24	658 60	† 700 38	5,238 46
Westerly	† 85 92	93 39	† 863 02	453 67	294 24	† 107 64
Totals	† $650 98	$2,964 55	$5,631 74	$511 27	† $4,137 58	$4,319 00
KENT COUNTY.						
Coventry	† $200 71	$1,080 50	† $683 29	$125 14	† $1,304 59	† $982 95
East Greenwich	† 109 33	† 20 00	912 23	† 149 00	† 713 72	† 79 82
Warwick	† 118 48	1,500 00	† 418 31	† 65 58	† 1,029 40	† 131 77
West Greenwich	† 25 22	† 2 72	† 47 00	† 105 02	† 411 12	† 591 08
Totals	† $453 74	$2,557 78	† $236 37	† $194 46	† $3,458 83	† $1,785 62
BRISTOL COUNTY.						
Barrington	† $3 00	$1,245 00	† $2,000 00	.....	$23 70	† $734 30
Bristol	† 338 81	43 13	.....	† 22 46	473 11	154 97
Warren	† 15 54	† 2,500 00	.....	† 280 17	421 50	† 2,374 21
Totals	† $357 35	† $1,211 87	† $2,000 00	† $302 63	$918 31	† $2,953 54
COUNTIES.						
Providence County	$3,066 91	$69,664 24	†$91,646 79	$4,384 74	$5,389 02	† $9,141 88
Newport County	† 519 89	16,059 90	550 84	† 965 92	12,643 28	27,768 21
Washington County	† 650 98	2,964 55	5,631 74	511 27	† 4,137 58	4,319 00
Kent County	† 453 74	2,557 78	† 236 37	† 194 46	† 3,458 83	† 1,785 62
Bristol County	† 357 35	† 1,211 87	† 2,000 00	† 302 63	918 31	† 2,953 54
Totals	$1,084 95	$90,034 60	†$87,700 58	$3,433 00	$11,354 20	$18,206 17

* Town appropriation for sites, buildings, etc. † Decrease.

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TABLE XIV.—PUBLIC SCHOOLS.

Comparative Statistics of the Years 1875 and 1885.

EXPENDITURES.						SCHOOL PROPERTY.	
Increase in ten years in amount spent for sites, buildings and furniture.	Increase in amount spent for libraries and apparatus.	Increase in amount spent for day schools.	Increase in amount spent for evening schools.	Increase in amount spent for supervision.	Total increase in expenditures in ten years.	Increase in number of school-houses in ten years.	Increase in estimated value of sites, buildings, etc.
† $3,645 34	$8 89	$726 00	† $216 50	† $149 00	† $3,275 95	† 1	† $650
† 717 41	153 28	75 82	.....	† 150 00	† 638 31	.....	2,800
977 34	40 10	2,346 27	† 282 72	† 20 00	3,110 99	1	† 3,950
14,508 55	101 56	5,953 52	† 442 42	175 00	20,296 21	5	34,894
58 00	.....	† 693 64	.....	† 16 00	† 651 64	† 1	† 7,190
642 10	15 03	31 30	.....	50 00	738 43	.....	† 5,660
2,464 08	7 86	210 95	† 245 00	† 105 00	2,332 89	1	† 5,900
12,155 15	430 18	9,779 06	.....	.....	22,364 39	4	59,550
† 18 20	† 39 60	466 50	† 152 52	† 75 00	181 18	1	† 1,000
250 00	.....	67 58	103 47	100 00	521 00	.....	† 3,200
† 2,219 05	221 50	14,391 23	2,094 85	568 48	15,057 01	5	72,867
† 107,551 88	152 50	21,878 98	4,549 26	500 00	† 80,471 14	6	† 270,546
† 254 40	102 74	† 221 80	108 80	† 100 00	† 364 66	.....	† 12,100
982 37	20 00	† 393 01	† 269 50	† 50 00	289 86	.....	2,450
† 22,587 73	106 00	5,788 57	† 743 51	104 73	† 17,331 94	4	71,000
† $104,956 42	$1,320 04	$60,407 28	$4,554 21	$833 21	† $37,841 68	25	† $71,635
† $25 90	$49 80	$127 43	.....	$20 00	$171 33	.....	.....
7 55	23 50	99 80	.....	.....	130 85	.....	† $5,500
† 6 68	.....	† 101 30	.....	50 00	† 57 98	.....	3,300
† 1,578 45	† 786 08	8,415 39	† $31 66	1,000 00	7,019 20	2	† 56,872
55 00	.....	373 87	.....	10 00	438 87	.....	6,800
† 9 86	216 85	129 48	.....	.....	336 47	1	1,950
1,287 92	49 00	2,014 26	.....	.....	3,351 18	1	6,600
† $270 42	† $446 93	$11,058 93	† $31 66	$1,080 00	$11,389 92	4	† $43,722
† $530 63	.....	† $1,168 51	.....	.....	† $1,699 14	.....	† $2,050
† 1,135 00	† $15 00	† 304 11	.....	† $59 00	† 1,513 11	.....	† 1,550
† 807 19	262 42	† 143 53	.....	† 95 75	† 784 05	.....	2,275
3,719 31	19 49	1,161 29	.....	.....	4,900 09	.....	15,300
† 298 90	30 00	† 525 91	.....	† 75 00	† 869 81	† 1	† 6,750
2,783 97	309 72	2,061 65	.....	226 50	5,381 84	.....	20,400
† 1,513 22	47 29	† 1,501 71	.....	.....	† 2,967 64	† 1	† 36,650
$2,218 34	$653 92	† $420 83	.....	† $3 25	$2,448 18	† 2	† $9,025
$98 55	$61 98	† $96 04	.....	.....	$64 49	1	† $800
† 535 50	.....	† 399 55	† $100 00	.....	† 1,035 05	1	† 3,200
† 467 50	150 02	1,462 34	.....	.....	1,144 86	2	3,400
† 44 85	.....	‡ 461 94	.....	.....	† 506 79	2	† 500
† $949 30	$212 00	$504 81	† $100 00	.....	† $332 49	6	† $1,100
† $5,292 02	† $30 00	$966 10	.....	† $15 00	† $4,370 92	.....	† $2,700
145 15	225 03	2,342 59	† $939 69	† 230 00	1,543 08	.....	† 3,500
† 227 17	100 14	† 527 79	21 70	† 25 00	† 658 12	.....	3,800
† $5,374 04	$295 17	$2,780 90	† $917 99	† $270 00	† $3,485 96	.....	† $2,400
COUNTIES.							
† $104,956 42	$1,320 04	$60,407 28	$4,554 21	$833 21	† $37,841 68	25	† $71,635
† 270 42	† 446 93	11,058 93	† 31 66	1,080 00	11,389 92	4	† 43,722
2,218 34	653 92	† 420 83	.....	† 3 25	2,448 18	† 2	† 9,025
† 949 30	212 00	504 81	† 100 00	.....	† 332 49	6	† 1,100
† 5,374 04	295 17	2,780 90	† 917 99	† 270 00	† 3,485 96	.....	† 2,400
† $109,331 84	$2,034 20	$74,831 09	$3,504 56	$1,639 96	† $27,822 03	33	† $127,882

* Town appropriation for sites, buildings, etc. † Decrease.

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TABLE XV.—STATE APPROPRIATIONS FOR PUBLIC SCHOOLS.

School Year ending April 30, 1886.

TOWNS.	Number of School Districts.	Apportionment of $44,000 by Schools, due July 15, 1885.	Apportionment of $76,000 according to School Census of Jan'y, 1885, due Dec. 31, 1885.	Total Apportionment for each Town.	Population from 5 to 15 years of age inclusive, School Census, Jan'y, 1885.
Barrington	4	$500 00	$289 25	$789 25	229
†Bristol	.....	1,500 00	1,484 16	2,984 16	1,175
Burrillville	15	1,500 00	1,548 57	3,048 57	1,226
Charlestown	8	700 00	272 83	972 83	216
Coventry	18	1,500 00	1,278 27	2,778 27	1,012
Cranston	10	1,400 00	1,264 37	2,664 37	1,001
Cumberland	15	1,500 00	1,972 97	3,472 97	1,562
East Greenwich	5	900 00	674 50	1,574 50	534
†East Providence	.....	1,500 00	1,726 67	3,226 67	1,367
Exeter	13	1,200 00	279 15	1,479 15	221
Foster	18	1,500 00	299 36	1,799 36	237
Glocester	15	1,300 00	448 40	1,748 40	355
Hopkinton	12	1,500 00	760 39	2,260 39	602
Jamestown	2	300 00	113 68	413 68	90
Johnston	16	1,500 00	1,708 99	3,208 99	1,353
Lincoln	12	1,500 00	4,357 72	5,857 72	3,450
*Little Compton	10	1,000 00	299 36	1,299 36	237
Middletown	5	500 00	257 68	757 68	204
†Newport	.....	1,500 00	4,598 98	6,098 98	3,641
New Shoreham	5	500 00	333 46	833 46	264
North Kingstown	16	1,500 00	876 60	2,376 60	694
†North Providence	.....	400 00	390 30	790 30	309
North Smithfield	11	1,200 00	845 02	2,045 02	669
†Pawtucket	.....	1,500 00	6,045 24	7,545 24	4,786
Portsmouth	8	1,000 00	372 62	1,372 62	295
†Providence	.....	1,500 00	28,438 90	29,938 90	22,515
Richmond	15	1,400 00	482 51	1,882 51	382
Scituate	19	1,500 00	914 49	2,414 49	724
Smithfield	10	1,300 00	654 29	1,954 29	518
South Kingstown	22	1,500 00	1,476 57	2,976 57	1,169
Tiverton	12	1,300 00	761 65	2,061 65	603
†Warren	.....	900 00	1,037 01	1,937 01	821
Warwick	18	1,500 00	3,217 14	4,717 14	2,547
Westerly	14	1,500 00	1,663 51	3,163 51	1,317
West Greenwich	12	1,200 00	242 52	1,442 52	192
†Woonsocket	.....	1,500 00	4,585 09	6,085 09	3,630
Totals	.....	$44,000 00	$75,972 22	$119,972 22	60,147

Each town receives $100 per school up to 15, and $1.26,310,89 per capita of school population.

State Appropriation for	Day Schools	$120,000 00
" "	Evening Schools	3,000 00
" "	State Normal School	10,500 00
" "	Mileage for State Normal School	1,500 00
" "	Teachers' Institutes	500 00
" "	School of Design	1,500 00
" "	School for the Deaf	4,000 00
" "	School Apparatus	3,000 00
" "	Libraries	3,600 00
" "	Home and School	8,000 00

* An error of 22 in the Little Compton Census discovered after May 1st, necessitated a deduction of $27.78 from the apportionment made at that time for that town. † Town system.

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TABLE XVI.—TOWN APPROPRIATIONS.

School Year ending April 30, 1886.

TOWNS.	Appropriations for public schools for year 1885–86.	Appropriations for public schools for year 1875–76.	Increase in ten years.	State valuation for 1873.	Town tax for public schools on each $100 thereof.
PROVIDENCE CO.					
Burrillville	$4,300 00	$3,500 00	$800 00	$2,761,470	15½ cts.
Cranston	+5,300 00	3,500 00	1,800 00	8,262,477	6⅛ "
Cumberland	—7,750 00	6,500 00	1,250 00	5,993,716	13 "
East Providence	—11,000 00	7,000 00	4,000 00	3,790,537	29 "
Foster	+1,799 36	1,559 49	239 87	662,650	27¼ "
Glocester	—1,748 40	2,000 00	† 251 60	1,192,275	14¾ "
Johnston	—5,000 00	5,000 00	....	4,233,393	11¾ "
Lincoln	+17,750 00	10,000 00	7,750 00	8,586,023	20¾ "
North Providence	+1,400 00	1,400 00	.....	1,029,846	13⅛ "
North Smithfield	3,000 00	3,000 00	.....	2,681,116	11¼ "
Pawtucket	+44,000 00	22,000 00	22,000 00	17,839,212	24¾ "
Providence	+217,000 00	194,000 00	23,000 00	168,547,726	13 "
Scituate	2,500 00	3,000 00	† 500 00	2,710,323	9¼ "
Smithfield	+2,900 00	3,500 00	† 600 00	2,336,586	12⅛ "
Woonsocket	+23,100 00	14,000 00	9,100 00	11,497,562	20 "
Totals	+$348,547 76	$279,959 49	$68,588 27	$242,124,912	14⅛ cts.
NEWPORT CO.					
Jamestown	+$500 00	$400 00	$100 00	$667,567	7⅛ cts.
Little Compton	+2,040 00	1,500 00	540 00	1,276,085	16 "
Middletown	1,800 00	1,800 00	....	2,778,150	6⅛ "
Newport	+38,000 00	27,500 00	10,500 00	29,473,550	13 "
New Shoreham	+833 46	723 64	109 82	449,083	18⅛ "
Portsmouth	—3,300 00	3,500 00	† 200 00	2,616,767	12⅛ "
Tiverton	3,800 00	2,500 00	1,300 00	1,783,552	21¼ "
Totals	+$50,273 46	$37,923 64	$12,349 82	$39,044,754	13 cts.
WASHINGTON CO.					
Charlestown	+$972 83	$833 94	$138 89	$663,960	14¾ cts.
Exeter	+1,529 15	1,183 72	345 43	610,758	25 "
Hopkinton	+2,260 39	1,573 26	687 13	1,812,262	12⅛ "
North Kingstown	+3,600 00	2,500 00	1,100 00	2,885,532	12⅝ "
Richmond	+1,925 00	1,528 10	396 90	1,280,820	15 "
South Kingstown	+4,551 57	2,868 81	1,682 76	5,434,031	8⅛ "
Westerly	+3,163 51	2,377 99	785 52	5,440,721	6 "
Totals	+$18,002 45	$12,865 82	$5,136 63	$18,128,084	10 cts.
KENT COUNTY.					
Coventry	+$3,560 00	$3,000 00	$560 00	$4,091,617	8¾ cts.
East Greenwich	+1,604 50	1,200 00	404 50	1,869,856	8⅛ "
Warwick	7,000 00	6,500 00	500 00	11,002,963	6¼ "
West Greenwich	+1,467 52	1,014 34	453 18	548,120	26¾ "
Totals	+$13,632 02	$11,714 34	$1,917 68	$17,512,556	7¾ cts.
BRISTOL COUNTY.					
Barrington	+$2,300 00	$1,100 00	$1,200 00	$1,731,128	13¼ cts.
Bristol	‖ 8,849 70	9,124 19	† 274 49	5,293,979	16¾ "
Warren	5,000 00	5,500 00	† 500 00	4,695,146	10¾ "
Totals	—$16,149 70	$15,724 19	$425 51	$11,720,253	13¾ cts.
COUNTIES.					
Providence County	+$348,547 76	$279,959 49	$68,588 27	$242,124,912	14⅛ cts.
Newport County	+50,273 46	37,923 64	12,349 82	39,044,754	13 "
Washington County	+18,002 45	12,865 82	5,136 63	18,128,084	10 "
Kent County	+13,632 02	11,714 34	1,917 68	17,512,556	7¾ "
Bristol County	—16,149 70	15,724 19	425 51	11,720,253	13¾ "
Totals	+$446,605 39	$358,187 48	$88,417 91	$328,530,559	13⅓ cts.

\+ Denotes increase over appropriation for last year. † Decrease.
— Denotes decrease from appropriation for last year.
‖ Estimated, as Treasurer's return does not give exact amount of appropriation aside from State appropriation, Registry Tax, &c.

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TABLE XVII.—TEXT-BOOKS, MAY, 1885.

TOWNS.	READER.	SPELLER.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	U. S. HISTORY.	PHYSIOLOGY.	ALGEBRA.	WRITING.
PROVIDENCE Co.									
Burrillville.....	*Lippincott's.*	Monroe's.	Franklin.	Mitchell's.	*Greene's. Swinton's.	Butler's.	Hutchison's.	Olney's.	B. S.
Cranston.....	Sheldon's. Lippincott's.	Patterson's.	Franklin.	Harper's. *Warren's.	*Greene's. Smith's.	Quackenbos'.	.....	.....	*B. S.*
Cumberland.....	Appleton's.	Monroe's.	White's.	Warren's.	*Greene's.	*Scudder's.*	*Blaisdell's.*	*Greenleaf's.	B. S.
East Providence..	Appleton's.	Buckwalter's.	Franklin.	Harpers's.	*Greene's.	Quackenbos'.	Hooker's.	Greenleaf's.	P. D. & S.
Foster.....	Appleton's.	New American.	MacVicar's.	Mitchell's.	*Greene's.	Quackenbos'.	.....	*Greenleaf's.	*P. & H.
Glocester.....	Appleton's.	Monroe's.	Fish's.	Mitchell's.	*Greene's. Reed & Kellogg's.	Butler's.	*Lovell's.*	.....	B. S.
Johnston.....	*New Franklin.*	*Gilbert's.*	MacVicar's.	*Warren's.	*Greene's.	Eclectic.	Hutchison's. *Brand's.*	*Greenleaf's.	B. S.
Lincoln....	Franklin.	Monroe's.	MacVicar's.	*Warren's.	*Greene's.	Berard's.	Brown's. Hutchison's.	*Greenleaf's.	*P. D. & S.
North Providence.	Monroe's. *Swinton's.*	Swinton's.	*Hagar's. *Fish's.*	*Warren's.	Reed & Kellogg's. *Greene's.	Butler's. *Anderson's.* Swinton's.	Hutchison's.	Hagar's.	B. S.
North Smithfield.	Raub's.	Monroe's. Harrington's.	Harper's.	*Warren's.	*Greene's.	*Anderson's.	*Cutter's.	.....	B. S.
Pawtucket.....	*Monroe's.	Monroe's.	{ *Bradbury's { Eaton's.	*Warren's.	*Greene's.	Berard's.	Dunglison's.	{ Bradbury's { Eaton's.	*P. D. & S.
Providence.....	Monroe's.	*Leach's.	Brook's.	*Warren's.	*Greene's.	Quackenbos'.	*Hutchison's.	Greenleaf's.	A., *P. D. & S.*
Scituate.....	*Monroe's.	Monroe's.	Franklin.	*Warren's.	*Greene's.	Barnes'.	*Smith's.*	Franklin.	.....
Smithfield.....	*Monroe's.	Swinton's.	Thompson's. Hagar's.	Warren's.	*Greene's. *Whitney's.*	Butler's.	.....	*Newcomb's.*	*P. & H. *P. D. & S.*
Woonsocket.....	Monroe's.	Monroe's.	*Greenleaf's.	*Warren's.	*Greene's.	*Anderson's.	*Dalton's. *Brand's.*	*Greenleaf's.	D.
NEWPORT Co.									
Jamestown.....	*Monroe's. *Analytical.	Swinton's. *Henderson's.*	Robinson's.	*Warren's.	Reed & Kellogg's.	Anderson's.	.....	Robinson's.	D.
Little Compton...	Appleton's.	Harrington's.	Hagar's.	Harper's.	Patterson's.	Butler's. Goodrich's.	.....	.....	*A.*
Middletown..	Appleton's.	Swinton's.	Franklin.	Harper's.	Raub's.	Butler's.	*Smith's.*	*Bradbury's.	*D.
Newport.....	Franklin. *Analytical.	*Harrington's.*	{ *Bradbury's { Eaton's.	*Warren's.	Reed & Kellogg's.	*Anderson's.	Hutchison's.	*Bradbury's.	*D.
New Shoreham...	Appleton's.	National.	Franklin.	Warren's.	*Greene's.	*Quackenbos'	*Smith's.*	Robinson's.	D.
Portsmouth.....	Appleton's.	Buckwalter's.	*Raub's.*	Harper's. *Cornell's.	Read & Kellogg's.	Anderson's. *Goodrich's.*	*Brand's.*	*Greenleaf's.	*D.
Tiverton.....	Appleton's.	*Harrington's.*	*Greenleaf's. { *Bradbury's* { *Eaton's.*	*Harper's.*	*Greene's.	Anderson's. Goodrich's.	Hooker's.	.....	P. & D.

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WASHINGTON CO.									
Charlestown.	Appleton's.	Buckwalter's.	Bradbury's / Eaton's.	Mitchell's.	Swinton's.	*Goodrich's.	.....	Bradbury's / Eaton's.	M. C. B.
Exeter.....	Monroe's.	Buckwalter's.	Hagar's.	*Warren's.	*Greene's.	Butler's.	*Brand's.*	.....	*P. & H.*
Hopkinton.....	Appleton's. Franklin.	Swinton's.	*Bradbury's / Eaton's.	Swinton's.	Swinton's. Hart's.	Butler's. Higginson's.	Hutchison's.	*Robinson's.	E.
North Kingstown.	*Monroe's.	Monroe's.	*Hagar's.	*Warren's.	*Greene's.	Quackenbos'.	.....	*Greenleaf's.	B. S.
Richmond....	Raub's.	Monroe's.	Hagar's.	Swinton's.	*Greene's. Swinton's.	Swinton's.	.....	Hagar's.	E.
South Kingstown.	Monroe's.	Monroe's.	*Hagar's.	*Warren's.	Reed & Kellogg's.	Berard's.	*Hutchison's.*	Wentworth's.	*P. D. & S.
Westerly	*Swinton's.*	Franklin.	White's.	*Warren's.	*Greene's.	Lossing's.	*Brand's.*	Olney's.	*P. D. & S.
KENT COUNTY.									
Coventry.....	*Monroe's.	Monroe's.	Hagar's. Greenleaf's.	*Warren's.	*Greene's.	Berard's.	*Steele's.*	Hagar's.	*P. & D.
East Greenwich.	Raub's.	Buckwalter's.	Raub's.	*Warren's. Mitchell's.	Raub's.	Berard's.	*Lovell's. Brand's.*	.....	*P. D. & S.
Warwick	Appleton's.	Buckwalter's.	Franklin.	*Warren's.	Reed & Kellogg's.	Quackenbos'.	*Cutter's.	*Greenleaf's.	D.
West Greenwich.	Appleton's.	New American.	Franklin.	*Warren's.	*Greene's.	*Goodrich's.	....	Robinson's.	*P. D. & S.
BRISTOL COUNTY.									
Barrington.....	Appleton's.	*Monroe's.	Franklin.	*Warren's.	*Reed & Kellogg's.*	*Quackenbos'.*	*Cutter's. Steele's.	Greenleaf's.	D.
Bristol.....	Monroe's. Franklin.	Swinton's.	Brook's.	*Warren's.	Reed & Kellogg's.	*Barnes'.	Hutchison's.	Bradbury's / Eaton's.	P. D. & S.
Warren.....	Appleton's. Monroe's.	Harrington's.	MacVicar's. Robinson's.	Harper's.	Reed & Kellogg's.	.....	Cutter's.	*Hagar's.	B. S.

NOTE.—A * indicates that the same was reported in May, 1875. Changes from last year are in italics. Under Writing P. D. & S., signify Payson, Dunton & Scribner; D., Duntonian; E., Ellsworth; B. S., Business Standard; A., American; M. C. B., Model Copy Book.

OTHER TEXT-BOOKS REPORTED.—*Bristol.*—Hadley's Greek Grammar, Arnold's Greek Prose, Harkness' Latin Grammar and Composition, Collier's English Literature, Mrs. Fawcett's Political Economy. *Burrillville.*—Meservey's Book-keeping. *Jamestown.*—Bradbury's Practical Arithmetic, Mason's Music Readers and Charts. *Lincoln.*—Davies' Geometry, Mayhew's or Meservey's Book-keeping, Gray's Botany, Avery's Natural Philosophy, Storer's Chemistry, Lockyer's Astronomy, Harkness' Latin, Fasquelle's French. *Newport.*—Gage's Physics, Creighton's History of Rome. *South Kingstown.*—Greene's Analysis. *Warren.*—Monroe's Reading Charts, Little Men and Women, Parker's Arithmetical Charts, Franklin Comp. Blanks, Warren's Physical Geography, Meservey's Book-keeping, Davies' Legendre, Norton's Physics, Swinton's Outlines of History, Kellogg's Rhetoric, Meisterschaft System in French, Otto's French Reader and Grammar, Gray's Botany, Cooley's Chemistry, Ray's Astronomy, Shaw's English Literature, Chapin's Political Economy, Steele's Zoology, Dana's Geology, Craik's English of Shakspeare, Harkness' Latin Reader, Grammar, Cæsar and Cicero, Searing's Virgil, Hanson's and Rolfe's Ovid, Chase and Stuart's Nepos, Jones' Latin and Greek Prose, Harkness' First Greek Book, Hadley's Greek Grammar, Kendrick's Xenophon, Normal Music Course, Eichberg's Fourth Music Reader. *Warwick.*—Well's Philosophy, Quackenbos' Composition, Meservey's Book-keeping. *Woonsocket.*—Gray's Botany, Dana's Geology, Steele's Astronomy, Hart's Rhetoric, Swinton's Outlines of Universal History, Collier's English Literature, Harkness' Latin Grammar, Reader, Cæsar and Cicero, Jones' Latin Composition, Goodwin's Greek Grammar, Reader and Xenophon, Owen's Homer, Otto's French Course, Otto's German Course.

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TABLE XVIII.—FREE PUBLIC LIBRARIES.

Year ending December 30, 1885.

NAME OF LIBRARY.	LOCATION.	Number of application.	Amount appropriated.	Total number of patrons.	Number of new patrons.	Total number of volumes.	Per cent. of history.	Per cent. of biography.	Per cent. of geography and travels.	Per cent. of science and art.	Per cent. of poetry and the drama.	Per cent. of literature and language.	Per cent. of fiction.	Per cent. of juveniles.	Per cent. of miscellaneous.
Anthony Lyceum Library	Anthony, Coventry	7	$75	178	85	1,741	9.4	6.8	7.6	6.4	1.4	2.9	34.7	.9	29.9
Apponaug Free Library	Apponaug, Warwick	1	50	.....	.....	819	5.1	4.9	3.2	.4	2.2	.2	83.4	.....	.6
Ashaway Library and Reading Room.	Ashaway, Hopkinton	9	125	241	32	2,073	11.7	7.4	5.1	6.9	1.8	1.5	20.5	1.7	43.4
Barrington Public Library	Barrington	6	125	297	60	3,148	16.1	9.8	5.1	7.4	1.5	25.8	19.7	1.	13.6
Carolina Public Library	Carolina, Richmond	4	50	229	70	801	11.1	8.9	6.5	15.3	3.9	2.7	23.	9.9	18.7
Central Falls Free Public Library	Central Falls, Lincoln	4	75	1,057	190	1,284	4.6	10.5	5.5	1.7	.....	.....	53.6	8.4	15.7
Crompton Free Library	Crompton, Warwick	8	125	600	165	3,050	9.5	11.1	5.6	6.3	1.8	7.4	31.8	15.7	10.8
†East Greenwich Free Library	East Greenwich	9	125	543	.....	3,484	13.9	11.1	6.8	4.	6.2	22.2	10.7	2.2	22.9
East Providence Free Library	East Providence	3	50	94	24	792	9.2	12.2	11.7	3.5	4.	5.6	34.	9.1	10.7
†George Hail Free Library	Warren	11	150	700	103	4,178	11.7	9.5	7.7	6.4	2.3	.5	37.9	4.	20.
Greenville Public Library	Greenville, Smithfield	4	100	165	53	1,749	14.8	9.	4.1	4.	2.7	17.1	11.7	4.7	31.9
Harris Institute Library	Woonsocket	7	200	1,397	159	9,166	18.1	9.4	10.2	18.9	4.2	7.5	16.9	7.4	7.4
Island Free Library	New Shoreham	8	75	123	34	1,820	11.6	13.7	10.2	10.9	4.	1.2	22.8	7.5	18.1
†Jamestown Philomenian Library	Jamestown	10	100	200	58	1,628	8.7	9.1	6.7	8.6	3.7	1.3	27.5	7.6	26.8
Kingston Free Library	Kingston, So. Kingstown	9	125	213	70	3,407	7.8	11.	5.2	5.9	2.8	6.5	19.4	10.1	31.3
Little Compton Free Public Library	Little Compton	7	50	104	4	1,013	21.3	12.4	9.5	7.	2.5	.8	15.6	6.4	24.5
Manton Free Library	Exeter	5	75	127	45	1,030	12.6	12.6	6.5	21.4	1.9	4.6	13.5	4.3	22.6
†Middletown Free Library	Middletown	9	75	78	27	1,082	17.7	17.7	11.3	6.8	2.5	9.5	21.7	3.6	9.2
†Manville Library	Manville, Lincoln	10	100	239	118	1,606	10.1	13.	8.8	3.4	5.1	5.4	20.5	6.	27.7
†Narragansett Library	Peace Dale, So. Kingstown	9	125	6,174	150	3,163	12.1	8.6	5.9	5.2	4.5	8.6	25.5	8.8	20.8
†Old Warwick Library	Warwick Neck, Warwick	10	100	96	34	1,706	8.1	11.1	2.1	1.9	2.2	1.6	14.7	6.2	52.1
Olneyville Free Library	Olneyville, Johnston	9	100	599	61	1,597	14.6	9.1	8.2	7.9	2.4	4.	20.3	10.4	23.1
Pawtucket Free Public Library	Pawtucket	10	200	10,697	964	9,633	7.	14.1	6.	7.1	*3.	*1.1	*16.4	*8.3	37.
Pawtuxet Valley Free Library	Phenix, Warwick	2	100	1,167	.....	2,015	7.	5.	4.	8.	1.5	6.5	36.	14.2	17.8
Pontiac Free Library	Pontiac, Warwick	1	50	.....	.....	675	8.7	15.3	7.	5.5	6.2	7.8	31.7	6.7	11.1
Providence Public Library	Providence	7	200	24,928	2,557	31,650	8.8	7.8	6.1	31.6	1.8	5.4	12.8	4.8	20.9
Riverside Library	Riverside, East Providence	5	75	243	74	1,086	7.2	9.	8.4	6.9	4.	18.6	25.5	2.	18.4
Rogers Free Library	Bristol	8	200	2,767	200	7,825	9.3	11.8	8.4	26.7	3.2	3.6	*16.8	*3.8	16.4
Union for Christian Work Library	Providence	9	125	800	256	3,437	11.9	12.4	8.3	20.2	4.5	2.7	20.5	4.1	15.4
Union Free Library	Centredale, No. Providence	9	100	*300	*100	1,770	8.6	9.3	6.3	7.1	2.8	6.2	33.8	9.4	16 5
Valley Falls Free Public Library	Valley Falls, Cumberland	5	75	172	.....	1,304	6.5	9.3	2.5	1.8	2.2	.....	46.3	13.8	17.6
Whitredge Hall Library	Tiverton	5	75	208	6	1,487	6.6	9.8	5.2	3.8	5.2	10.1	26.4	12.9	20.
Woonasquatucket Free Library	Providence	3	100	175	36	1,882	9.4	8.2	5.3	5.9	1.9	1.3	29.1	14.5	24.4
Totals			$3,475	54,911	5,735	113,101	10.5	9.9	6.8	16.3	2.8	5.9	20.2	6.3	21.3

† Received State aid in 1875.

* Estimated.

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TABLE XIX.—FREE PUBLIC LIBRARIES.

Year ending December 30, 1885.

CIRCULATION.

NAME OF LIBRARY.	Total circulation.	Per cent. of history.	Ave. circulation of each vol. of do.	Per cent. of biography.	Ave. circulation of each vol. of do.	Per cent. of geography and travels.	Ave. circulation of each vol. of do.	Per cent. of science and art.	Ave. circulation of each vol. of do.	Per cent. of poetry and the drama.	Ave. circulation of each vol. of do.	Per cent. of literature and language.	Ave. circulation of each vol. of do.	Per cent. of fiction.	Ave. circulation of each vol. of do.	Per cent. of juveniles.	Ave. circulation of each vol. of do.	Per cent. of miscellaneous.	Ave. circulation of each vol. of do.
Anthony Lyceum Library	2,224	3.3	.5	3.7	.7	2.8	.5	3.2	.6	1.1	1.	1.4	.6	62.1	2.3	17.1	23.9	5.3	.2
Ashaway Library and Reading Room	3,030	6.8	.9	7.1	1.4	8.1	2.3	2.5	.5	.8	.6	.3	.3	44.4	3.2	4.1	3.5	25.9	.8
Barrington Public Library	2,337	2.2	.1	1.1	.1	4.9	.7	.8	.1	.4	.2	3.8	.1	83.3	3.1	.8	.5	2.7	6.7
Carolina Public Library	2,046	7.4	.6	1.4	.4	6.	2.4	5.3	.9	2.8	1.8	.3	.3	51.8	5.8	23.4	6.1	1.6	.2
Central Falls Free Public Library	9,146	1.2	2.	2.	1.4	5.2	6.6	.6	2.5	.....	.....	.....	.....	64.8	8.6	18 9	16.	7.3	3.3
Crompton Free Library	7,402	3.7	.9	3.7	.8	2.7	1.2	2.7	1.	1.8	2.4	8.7	2.9	41.7	3.2	6.3	1.	28.7	6.4
East Greenwich Free Library	5,135	11.3	1.2	6.3	.8	9.1	2.	3.9	1.4	3.7	.9	18.	1.2	28.5	3.9	9.2	6.3	10.	.6
East Providence Free Library	2,244	2.6	.8	2.2	.5	7.5	1.8	1.2	1.	.5	.4	.9	.4	68.5	5.7	14.	4.4	2.6	.7
George Hail Free Library	12,284	4.5	1.1	2.4	.7	3.8	1.4	1.5	.7	1.	1.3	.7	4.1	63.6	4.9	12.3	9.	10.2	1.5
Greenville Public Library	1,402	9.8	.5	3.4	.3	9.3	1.8	1.4	.3	.3	.1	10.6	.5	43.2	3.	20.9	3.5	1.1	.1
Harris Institute Library	25,413	4.6	.7	3.9	1.2	4.3	1.2	6.6	1.	2.2	1 4	3.3	1.2	44.	7.2	28.6	10.7	2.5	.9
Island Free Library	1,614	5.6	.4	10.2	.6	3.9	.3	1.2	.1	2.4	.6	.8	.6	31.7	1.2	30.9	3.7	13.3	.7
Jamestown Philomenian Library	2,575	6.1	1.1	3.4	.6	4.2	.9	4.5	.8	2.7	1.2	.3	.3	47.7	2.8	23.4	4.9	7.7	.5
Kingston Free Library	2,872	3.	.3	6.9	.5	7.1	1.2	1.	.2	.8	.2	5.4	.7	53.7	2.3	19.8	1.7	2.3	.1
Little Compton Free Public Library	1,016	5.8	.3	.7	.1	12.6	1.3	.....	.....	.....	.....	.....	.....	53.5	3.4	21.8	3.4	5.6	4.4
Manton Free Library	377	9.	.3	4.5	.1	2.7	.1	23.3	.4	1.9	.4	.8	.1	50.1	1.4	1.9	.2	5.8	.1
Middletown Free Library	230	10.9	.1	10 9	.1	11.4	.2	3.	.1	.8	.1	.....	.....	50.	.5	10.	.6	3.	.1
Manville Library	1,286	13.5	1.1	5.8	.4	6.	.5	.9	.2	2.3	.4	.9	.1	53.	2.	16.5	2.2	1.1	.1
Narragansett Library	10,007	6.3	1.6	4.5	1.8	6.	3.2	2.9	1.8	3.1	2.2	6.2	2.3	60.	7.4	7.8	2.8	3.2	.5
Old Warwick Library	849	9.9	.6	8.2	.3	4.8	1.1	2.7	.7	2.5	.6	1.7	.5	53.	1.8	8.3	.6	8.9	.1
Olneyville Free Library	4,402	11.6	2.2	3.2	1.	8.7	2.9	1.7	.6	.5	.7	1.	.7	43.3	5.9	13.7	3.6	16.3	2.
Pawtucket Free Public Library	43,016	3.7	2.3	3.	1.	4.5	3.3	3.5	2.2	*1.5	*2.1	*.5	*2.1	*44.4	*12.1	*30.2	*16.2	8.7	1.1
Pawtuxet Valley Free Library	16,105	2.3	2.6	3.4	5.4	.7	1.5	1.3	1.3	1.4	7.	4.7	5.9	58.9	13.1	26.5	14.9	.8	.3
Providence Public Library	94,011	6.6	2.2	4.2	1.6	6.5	3.2	10.	.9	1.6	2.6	1.	5.8	45.	10.4	21.2	13.	3.9	.6
Riverside Library	1,361	2.	.4	.4	.1	5.4	.8	1.9	.3	.3	.1	.1	—	72.7	3.6	.6	.4	16.6	1.1
Rogers Free Library	26,633	3.2	1.1	3.9	1.1	5.	2.	3.8	4.9	1.1	1.1	1.3	1.2	*58.4	*11.8	*14.6	*13.3	8.7	1.7
Union for Christian Work Library	7,941	2.3	.4	2.8	.5	3.1	.8	1.9	.2	2.	1.1	8.8	7.7	73.3	8.3	.....	.....	5.8	.9
Union Free Library	4,289	4.2	1.2	3.9	1.	1.9	.7	.3	.1	.7	.6	1.1	.4	67.	5.1	19.2	4.9	1.7	.2
Valley Falls Free Public Library	3,873	3.1	1.4	1.7	.5	2.7	3.2	.4	.6	.....	.....	.....	.....	74.8	4·9	10.4	2.2	6 9	1.2
Whitredge Hall Library	1,597	2.4	.3	4.1	.5	4.	.8	.4	.1	.8	.2	2.8	.3	55.7	2.3	25.7	2.1	4.1	.2
Woonasquatucket Free Library	3,751	11.9	2.5	5.2	1.3	5.4	2.	1.9	.7	3.6	3.9	1.5	2.4	41.4	2.9	22.4	3.1	6.7	.5
Totals	300,477	5.	1.3	3.8	1.	5.2	2.	5.2	.9	1.5	1.5	2.3	1.	50.6	6.8	20.	8.4	6.4	.8

* Estimated.

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TABLE XX.—SUPERINTENDENTS OF SCHOOLS, 1885-86.

Town.	Superintendent.	Post Office Address.	Salary.
Providence	Horace S. Tarbell	Providence	$3,500 00
Newport	George A. Littlefield	Newport	3,000 00
Pawtucket	Alvin F. Pease	Pawtucket	2,000 00
Barrington	Frederick P. Church	Drownville	50 00
Bristol	John P. Reynolds	Bristol	500 00
Burrillville	*Rev. A. H. Granger	Burrillville	100 00
Charlestown	†William F. Tucker	Shannock Mills	50 00
Coventry	Joseph Tillinghast	Greene	20 00
Cranston	Joseph A. Latham	14 Westminster Street, Providence	300 00
Cumberland	Rev. Robert Murray, Jr.	Ashton	230 00
East Greenwich	*Daniel C. Kenyon	East Greenwich	30 00
East Providence	*Rev. Leverett S. Woodworth	Rumford	300 00
Exeter	Rev. John H. Edwards	Exeter	50 00
Foster	George O. Blackmar	No. Sterling, Ct	
Glocester	Thomas Irons	Harmony	
Hopkinton	P. M. Barber, 2d	Ashaway	2 50 per day.
Jamestown	Thomas H. Clarke	Jamestown	25 00
Johnston	Victor F. Horton	Olneyville	200 00
Lincoln	†Rev. James H. Lyon	Central Falls	150 00
Little Compton	*Rev. Erastus W. Goodier	Little Compton	40 00
Middletown	Joel Peckham	Newport	75 00
New Shoreham	*Charles E. Perry	Block Island	35 00
North Kingstown	William C. Baker	Wickford	100 00
North Providence	*George W. Gould	54 No. Main Street, Providence	50 00
North Smithfield	James I. Hotchkiss	Woonsocket	50 00
Portsmouth	*Rev. William H. Allen	Portsmouth	26 00
Richmond	Charles J. Greene	Shannock Mills	25 00
Scituate	Walter J. Smith, M. D.	North Scituate	100 00
Smithfield	Rev. Henry S. Latham, Jr.	Greenville	100 00
South Kingstown	Edward C. Tefft	Wakefield	425 00
Tiverton	*Mrs. H. F. Osborn	Tiverton	20 00
Warren	Rev. William N. Ackley	Warren	150 00
Warwick	*Dwight R. Adams	Centreville	200 00
Westerly	*Rev. O. U. Whitford	Westerly	200 00
West Greenwich	*Charles F. Carpenter	Summit	25 00
Woonsocket	†Rev. Charles J. White	Woonsocket	500 00

* Denotes a change from last year. † Superintendent in 1875.

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ABSTRACTS OF SCHOOL REPORTS.

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